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ABSTRACT

A 3-year Library Services and Construction Act grant project from 1989-1992 provided for adult learning centers, equipped with Apple IIGS computers and software at each location of the Hammond Public Library (Indiana). User-friendly, job-based software to strengthen reading, writing, mathematics, spelling, and grammar skills, as well as video and audio materials were available, The project, in coordination with the local Laubach Literacy Program, provided literacy students with a multifaceted basis for learning. Year 3 added family literacy; learning center users would bring literacy home to their families by checking out books to read aloud to children and taking free packets outlining ways to interest children in reading. Software problems and a late start in establishing the centers made evaluation of their direct impact on adult learners impossible, but the project had a great impact on the perception of the public library as an educational resource in the community. Attachments to the project report include handouts about automation of the library, a report on the Adult Literacy and Technology Conference held in St. Paul (Minnesota) on July 17-21 of 1990, "Hammond Workforce 2000: Literacy for Future Jobs. October 1990 to September 1991," "Hammond Workforce 2000: Bringing Literacy Home, October 1991 to September 1992," a description of the "Using Phonics in Context" tutorial program, and 10 data tables about program use. Program software, resources, and a high interest low vocabulary reading list are listed. (SLD)

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Hammond Workforce 2000
A Three-Year Project

October 1989 to September 1992

Arthur S. Meyers

Deborah J. Somerville

Hammond Public Library
564 State Street
Hammond, Indiana

IR054701

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Hammond Workforce 2000
Literacy for Future Jobs

October 1989 to September 1990

Hammond Public Library
564 State Street
Hammond, Indiana

ABSTRACT

Future jobs will not be available for those who cannot read, follow directions, and use mathematics. Plant closings and cutbacks, workers dropping out of the job market, illiteracy, and an aging workforce define Hammond, Indiana in the 1990s.

A three-year LSCA (Library Services and Construction Act) grant project provided for adult learning centers, equipped with Apple IIGS computers and software in each location of the Hammond Public Library. User-friendly, job-based software strengthens reading, writing, math, spelling, and grammar skills. Video and audio material are also available. The project, in coordination with the local volunteer Laubach literacy tutoring program, provides literacy students a multi-faceted basis for learning.

The third year of the project added the component of family literacy. Learning center users bring literacy home to their families by checking out books to read aloud to children and taking free packets outlining ways to interest children in reading.

FINAL PERFORMANCE REPORT

Hammond Public Library
564 State Street
Hammond, IN 46320

Arthur S. Meyers
(219) 931-5100

Grant No. R167A90176

Grant Amount Awarded $ 24,698

Actual Amount Expended $ 24,698

1. Objectives

Planned	Accomplishments
Establish Hammond Workforce Project Committee of adult educators, Labor union counselors, adult literacy tutors, economic planners, Library staff, and Adult Literacy and Technology Consultant with the following tasks:	Project Committee was established and met on 9/14/89 & 12/21/89. As the original Consultant was not available because of work responsibilities, another person was selected. Resume enclosed.
Project job trends, training and literacy skills needed for future-oriented work in the Calumet Region.	The Committee discussed the literacy skills needed for current work and more complex future demands.
Identify core group of 40 potential students.	Identification of core group delayed pending establishment of Adult Learning Center.
Assess the reading levels of the core group.	Assessment similarly delayed.
Evaluate/recommend software programs and equipment to meet the workers' needs.	Software programs and equipment evaluated and recommended.
Identify 4 sites in the Library system that will be most accessible for core group and other users (including handicapped persons) evenings, Saturdays and Sundays.	Decision made to establish network in the Main Library, which is centrally located, handicapped accessible, and open evenings, Saturdays, and, during the school year, Sundays.

Purchase appropriate software and equipment.	After evaluation, decision was made to purchase Project Star (Hartley Courseware) and Apple IIGS computers.
Establish adult learning laboratories with literacy software in 4 Library locations.	Decision made to establish 1 Adult Learning Center with network version of software and Hartley Management System for two reasons: (1) Adult students would have found it difficult to work with 100 separate diskettes. (2) Cost of stand-alone version was prohibitive. Problem in network version was not resolved by Hartley until 8/90.
Train 15 literacy tutors, 10 union counselors and 15 Library staff in use of the computers and software.	See Volunteers, below. Union counselors were familiarized with computers and software during orientation visits on 8/14/89 & 10/31/90. Training them in use of the equipment was not necessary as Library staff are always on hand.
Provide one-to-one tutoring of core group.	Although core group of workers was not identified, because of software problem, other students were tutored, as shown in Volunteers, below, and enclosed CALC Newsletter.
Train core group of 40 workers in independent use of the equipment and programs.	Separate core group not trained because of software problem.
Maintain continuing, supportive guidance with the core group.	Not accomplished because of software problem.
Provide one-to-one tutoring assistance to an additional 20 adult students, who are not in the core group but are enrolled in the CALC program.	Not accomplished as objective was predicated on 4 separate locations rather than 1 central location with networked software.
Train the additional 20 adult students in independent use of the equipment and software.	Not accomplished for above reason.

Introduce information on community resources to the 60 students.	Community information brochures placed on display racks for students.
Provide liaison to local classroom and training opportunities.	Information on adult education classes placed on bulletin board at entrance to Library.
Identify a second group of 40 workers for a new program cycle.	Not accomplished because of software problem.
Expand the availability of the project to other CALC students or persons seeking to raise their reading levels independently.	Objective was predicated on 4 separate locations.
Adult Literacy and Technology Consultant will establish evaluative criteria and assess the project's effectiveness on an on-going basis and in a final written report.	See enclosed issues of Automation Update, edited by the Consultant, and report incorporated in Activities, below. With Library operating funds, the Consultant attended the Adult Literacy & Technology Conference in St. Paul. Her report (enclosed) helped in planning future directions for the project.
Project Director will describe the project at local union and business organization meetings and state workshops on libraries and literacy.	Because of software problem, separate presentations were not made. However, working in coalition with unions and other agencies was emphasized, such as in the enclosed essay prepared for the Governor's Conference on Libraries and Information Services.

2. Budget (see enclosed letter of approval on change)

	Proposed	Actual
Equipment	$ 9,448	$ 6,277.89
Supplies	-0-	593.42
Library Materials	12,250	15,808.25
Consultant	3,000	2,018.40
	$ 24,698	$ 24,698.00

3. Impact

Because of the software problem and therefore late start in establishing the Adult Learning Center, it is not possible to speak of the impact on the people served. However, the project has had a great impact on the perception of the Hammond Public Library as an educational resource in the community.

Mainly because of the project, the Library was awarded a Certificate of Appreciation by the School City of Hammond for "significant contributions...in adult education and literacy." It was presented when the Adult Education Department received the U.S. Secretary of Education's award for outstanding adult education and literacy programs. See enclosed article and letter.

Announcement about the project resulted in inquiries from around the country and Canada--two companies, union education department, union workplace learning program, public library literacy coordinator, alternative programs of school system, labor studies institute, vocational technical institute, and a graduate library school. (This report is being sent to them.)

The project also provided the focus for a speech, "Illiteracy in the Workplace," by the President of Inland Bar and Structural Co. of Inland Steel Industries, Inc., in the Main Library on September 7, 1989. The program was held to mark National Literacy Day and drew 70 people. See enclosed flier, reading list prepared for the program, and newspaper article.

A four-hour read-in, "A Celebration of Reading," was held in the center of the Main Library on September 6, 1990. The observance of International Literacy Day drew 200 people. The readers represented a broad range of the community in age, ethnic background, and occupation. (An attorney read a poem in Spanish and a union leader read a story he wrote about the death of his father in a steel mill.) Among the persons reading their favorite selections:

> Mayor of Hammond, President of Calumet National Bank, member of the Hammond School Board, Director of Adult Education for the school system, Director of the YWCA, General Manager of The Times (daily newspaper), teachers, union leaders, community volunteers, literacy tutors, university professors, attorney, adults who were learning to read, and schoolchildren.

The project also served as the impetus for the enclosed revision of the Library's Mission Statement, with the overall goal of contributing to building the better community.

4. Activities

a. Agencies and Organizations

Calumet Area Literacy Council, Inc., 564 State Street, Hammond, IN 46320

CALC, a volunteer, not-for-profit organization, is affiliated with Laubach Literacy International and is provided administrative space and a telephone in the Main Library. Genevieve Klacik, President, and Nancy Norton, Volunteer Executive Director, worked closely with the Adult Literacy and Technology Consultant in publicizing the Adult Learning Center and arranging training sessions for tutors.

Over the past year, 67 CALC volunteers tutored 88 students. Of the total, 13 were African-american, 15 were Hispanic, and 37 were unemployed. Two tutor training workshops were held and 15 new tutors were certified. See enclosed pages from CALC February-March 1990 Newsletter and 1989-1990 Annual Report.

AFL-CIO/United Way Labor Community Services Program, 221 W. Ridge Road, Griffith, IN 46319

David Sikes, Labor Liaison, was in frequent contact with the Project Director, assisted in evaluation of the software and computers, arranged for the union counselors to meet twice in the Library to become familiar with the project and learn about adult literacy resources in northwest Indiana, and arranged for the Project Director to attend training of Senior Labor Union Counselors. See enclosed training schedule and letter.

Adult Education Department, School City of Hammond, 5727 Sohl Avenue, Hammond, IN 46320

Dr. Steven Watson, Director, advised on the project and provided information on adult education opportunities for the students.

Department of Planning and Development, City of Hammond, 649 Conkey Street, Hammond, IN 46324

Mark McLaughlin, Economic Planner, provided information about literacy skills needed for future economic development in Hammond.

b. Materials

Hardware

3 - Apple IIGS Computers with AppleColor RGB Monitors

1 - Digicard 40 MB Shared Resource Controller to network the three Apple Computers

1 - ImageWriter Printer for reports

3 - System Saver IIGS to provide power control and surge suppress

3 - Ufonic Voice System (Prescription Learning) Speech Synthesizers

Software

Project Star Network Version (Hartley Courseware)

Hartley Management System (Hartley Courseware)

Miscellaneous

6 headphones

6 printer ribbons for ImageWriter printer

3 boxes computer paper

2 boxes (10 each) of 3.5" floppy diskettes for backup

b. Libraries

Main Library, 564 State Street - Adult Learning Center

Branch Libraries - provide space for tutoring

E. B. Hayward, 1212 172nd Street
Howard, 7047 Grand Avenue
Hansen, 2823 Martha Street
Rupp, 847 117th Street
Sawyer, 649 Mulberry Street
Lincoln, 3835 Hohman Avenue

c. Volunteers (received orientation to Project Star)

CALC tutors - 29
Library staff - 9
AARP volunteers - 2
VISTA volunteer - 1
Purdue Calumet U. student - 1
AFL-CIO Labor Liaison - 1

Of these:

11 classified themselves as "never used one" regarding computers

16 classified themselves as "beginners" on computers

13 classified themselves as "intermediate" on computers

3 did not classify themselves

d. Adult Students

All students were enrolled in the CALC program.

Total students using computers: 15

Age breakdown:

Under 20	1
20-29	5
30-39	4
40-49	1
50-59	3
60+	1

Ethnic background:

African-American	4
Caucasian	6
Hispanic	4
Other	1

Employment:

Employed	6
Unemployed	8
Retired	1

Time spent using computers varied between 1/2 and 1 hour per session.

AUTOMATION UPDATE

Published by Hammond Public Library
564 State Street, Hammond, Indiana

Issue No. 17 July, 1989

Library Receives Literacy Grant

Hammond Public Library has received a $24,698 grant from the U. S. Department of Education for a project entitled "Hammond Workforce 2000 : Literacy For Future Jobs." The grant was awarded under Title VI, Library Literacy Program, of the Library Services and Construction Act (LSCA).

The project is aimed at preparing dislocated workers for a more productive future. Learning laboratories with computers will be established in the Main Library and three neighborhood branch libraries. Computer software for adults will be used with the existing tutoring program of the Calumet Area Literacy Council, Inc. (CALC).

The CALC is headquartered in the Main Library and uses the Laubach literacy method to teach adults to read. This method is used throughout the United States and in other countries.

Library Director Arthur Meyers said the grant proposal began with the Library staff taking a close look at the local unemployment problem. A 1987 study from the Hudson Institute, "Workforce 2000 : Work and Workers for the Twenty-first Century," described on a national scale the situation in Northwest Indiana.

The report noted "very few new jobs will be created for those who cannot read, follow directions, and use mathematics." The study predicted "more joblessness among the least-skilled and less among the most educationally advantaged." Finally, "a turbulent economy in which many firms are expanding and contracting in response to market conditions will be especially difficult for middle-aged and older workers."

Meyers said "a key element in the Hammond literacy project is the involvement of labor union counselors." Labor counselors, adult tutors, and Library staff have begun reviewing computer equipment and software to ensure the right programs and computers are purchased to meet the workers' needs.

The main goal of the project is to improve the reading skills of dislocated factory workers to ensure a stronger base for future jobs. "Strengthening reading skills will be directly related to the current and future job situation in Northwest Indiana," Meyers concluded.

CLSI System Upgrade Planned

The Hammond Public Library Board at its meeting on May 31 agreed to upgrade the CLSI computer system with new equipment and software. The $141,300 upgrade will provide a larger database processor and add new public access terminals, workstations and printers.

In order to install the new equipment, the computer system will need to be shut down for a period of approximately two weeks. The installation is planned to begin on September 25.

The system was installed in 1985 by CLSI, Inc. of Newtonville, Massachusetts.

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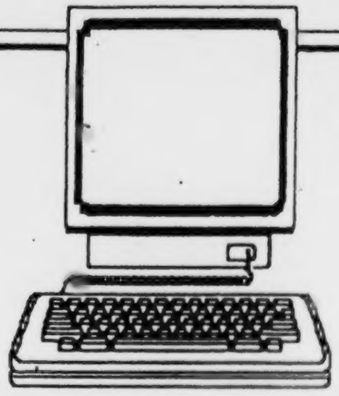

AUTOMATION UPDATE

Published by Hammond Public Library
564 State Street, Hammond, Indiana

Issue No. 20 January, 1990

Adult Learning Center To Open Soon

Soon dislocated workers and other adults with reading improvement needs will be able to work toward a more productive future using the newly-installed computers in the Adult Learning Center at the Library. The projected opening date is February 1.

Located on the first floor of the Main Library, the Adult Learning Center will be open for use whenever the Main Library is open. This wide range of hours, along with the central location of the Main Library, will allow most people the opportunity to use the Center.

The three Apple IIGS computers and Project Star literacy software were purchased through a grant from the U.S. Department of Education. The grant project, "Hammond Workforce 2000 : Literacy for Future Jobs", was awarded under Title VI, Library Literacy Program, of the Library Services and Construction Act (LSCA).

Software for the Center will be used in conjunction with the existing tutoring program of the Calumet Area Literacy Council, Inc. (CALC). Although the software is designed so a person is able to work independently, CALC tutors will monitor progress, provide help when needed and offer supplementary activities to reinforce the computer learning.

Library staff will also be available to help when the CALC tutors are not in the building. Training for tutors and staff will begin in January after which students will be able to begin using the Center.

A key element in the program will be the involvement of labor union counselors who will refer workers to the Center and will often work closely with them to ensure success.

At present, the computers are not equipped to run other software programs such as word processing, but future plans include expanding computer use to other areas.

Truth?

"If it (automation) keeps up, man will atrophy all his limbs but the push-button finger."

--Frank Lloyd Wright

Try Before You Buy

An earlier issue of Automation Update presented some of the leading genealogy software programs to help people maintain family histories on home computers. Now, the Valparaiso Public Library has three programs which can be demonstrated to those "genealogy buffs" who are in the market for a program to automate their family trees. The three programs were donated by patrons of the Valparaiso Library's Genealogy Department.

"Family History System" is a basic set of genealogy-tracking programs selling for $12; in addition, if a $35 registration fee is paid, the distributor provides extension programs as well. Write for more information to Phillip E. Brown, 834 Bahama Drive, Tallahassee, FL 32301.

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HAMMOND WORKFORCE 2000: Literacy For Future Jobs

The Hammond Public Library received a grant from the U.S. Department of Education to establish an adult literacy laboratory at the main library. Three computers were purchased along with Project STAR software, which is Sequential Training for Adult Reading.

The Apple IIGS computers and software are installed and tutors, library staff members and other interested persons have taken an orientation in using the materials. A few students have used it but, unfortunately Project Star hardware is not working properly so the program is not being fully implemented as planned. The company from which Project Star was purchased assures the library that it will be operational soon.

Tutors who have taken the orientation are:

Margaret Buros
Nancy Cutka
Jeanne Davis
Harriet Drag
Shirley Eastwood
Helen Gadish
Allen Gill
Jeanne Ginther
Julie Halon
Phyllis Hepner
Audrey Higgs
Evainez Jonas
Shirley Keown
Gen Klacik
Clarence Kolb
Herb Michalak
Sue Miller
Nancy Norton
Lillian Quinn
Dorothy Schmidt
Emily Shutko
Mildred Skov
Martha Steele
Loretta Sullivan
John Swanson
Ruth Swanson
Elnora Trolson
Nancy Vlahos
Diane Zintak

Sue Miller and Nancy Vlahos have volunteered to work as monitors and assistants to students during evening hours when the program is fully implemented.

Tutors currently using Laubach and/or ChallengerSeries may have their students use Project STAR or the CALL software designed to correlate to our materials. CALL software was purchased by CALC and is available at the Circulation Desk for tutors.

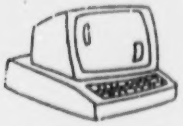
Continuing supportive guidance and referrals will be provided by labor union counselors.

CALC Board Member and Library Director, Arthur Meyers, wrote the grant and has directed the purchase and implementation of the computer literacy program. He has also written a second grant that will expand the computer program to the Branch Libraries if it is received.

A glass-enclosed room on the first floor of the library has been set up as an Adult Learning Center. The computers are in this room and sign-in and appointments for its use are handled by the library staff.

Debbie Somerville is the Technical Assistant from the library staff supervising the Project STAR program.

(Written by Nancy Norton)



WORKFORCE 2000 TUTOR ORIENTATION

Computer orientation sessions for tutors have begun. If you have registered to attend a session and have not been scheduled yet, you will be soon.

For most of us it is our introduction to learning via the computer. It is exciting and interesting. Project Star needs no discs. It pretests the student in vocabulary, spelling and usage and then assigns work in these areas.

We are all still learning to use the program and it will be a little while until everything is working smoothly for both students and tutors. Several library employees have been assigned to work with us and all students on the computer will be registered at the Circulation Desk.

WORKFORCE 2000 WILL NEED COMPUTER MONITORS

The computers in the Adult Learning Center will be used by Laubach students and by students referred from industry or walk-ins. The latter may not wish to participate in our Laubach program -- at least not at first.

We will be needing people, preferably our tutors but they could be others, who will be trained to be with the students in the Adult Learning Center to see that necessary records are kept and read the spelling words since the computer voice is not easily understandable. They will also report if the student needs to have the program changed or extra help such as flash cards.

If you or some of your friends would be available for this purpose, let us know. A convenient schedule can be worked out.

If you admit to being over 60 years old or older and don't mind keeping a record of your mileage to and from the library, you can join RSVP and be reimbursed 22¢ per mile. RSVP is the Retired Senior Volunteer Program. Several tutors and volunteers are receiving mileage checks every month.

PROJECT STAR OVERVIEW

Project Star computer program uses small sequential steps toward learning. Students work at their own pace, skipping what they have mastered and focusing on trouble spots.

Level 1 -- First Grade Reading Level
Level 2 -- Second Grade Reading Level
Level 3 -- Third Grade Reading Level

There are 1,000 lessons per level with 10 to 15 minutes per lesson.

Pretests are given on the computer and students placed according to need. Mastery of any word or phrase is determined only if the student responds correctly twice in a row. If the student misses a word or phrase three times, it is not presented again during that lesson and it will show up on his print-out that he needs extra help in mastering that part of the lesson.

LITERACY TEST FOR TRUCKERS ON THE ROAD

By April 1992, all drivers of commercial motor vehicles will have to pass a comprehensive written and oral knowledge exam or risk losing their licenses and jobs under the Commercial Motor Vehicle Safety Act of 1986.

To pass the test, drivers will have to read at least at the sixth grade level. Each state will be responsible for issuing and administering its own test, in conformance with the federal standards.

McGraw-Hill, Inc. has just come out with a series of basic skills books for truckers, using language and situations from the trucking industry.

Source: BCEL Newsletter

NEW TECHNOLOGY ENHANCES LITERACY PROVIDERS' TOOL CHEST

Closed caption television is being used with success for reading instruction. Closed captioning prints the spoken words of a TV program on the screen in white letters over a black background, similar to subtitles. To view the captions, a "caption decoder" box or special Caption Master VCR is needed.

Used for several years with hearing impaired and deaf students, closed captioning is now being used with literacy, ESL and learning disabled students. It increases reading vocabulary, comprehension and motivation.

(from **the written word** ... promoting communications in the field of functional illiteracy. -- November 1989)

ADULT LITERACY & TECHNOLOGY CONFERENCE
JULY 17-21, 1990
ST. PAUL, MINNESOTA

The theme of the 4th Annual Conference, "Images of the Future," was especially appropriate considering the rapid changes in adult educational technology. While meeting today's challenges of finding how existing technology can best be used to assist adult learners, we must also plan carefully for the future based on our knowledge of the present.

Five key issues were repeated throughout many of the presentations; these issues must be considered in relation to our goals:

1) The student must be given definite starting and stopping points with an idea of how long it will take to reach his goals. Progress along the way must be monitored so the student can see how he is doing.

2) A word processing package is probably the most important software a literacy program can offer. A student should be introduced to the word processor almost from the beginning. By keeping a journal on the computer's student can begin with his name, move to words, then progress to sentences and paragraphs. The journal will then show definite progress in the entries made.

3) There must be a time commitment on the part of the tutors to learn and feel comfortable with the software. This means coming in to "play" and experiment with the software on their own. They must be creative and use the software to its fullest capacity in varying their teaching approaches.

4) In addition to a time commitment, those working in a literacy technology program must have a mental commitment to expand beyond the comfortable "crutch" of the familiar. Those using only workbooks because they are familiary may be doing more harm than good, since many students require more than one method to learn.

5) There is a definite shift int he literacy software market from Apple to IBM/compatible. In the next 3-5 years, IBM will become the dominant force in new, exciting software and technology. New software is being developed for both machines now, but vendors are unwilling to put large developmental dollars in a declining market. Right now, I feel that our choice of Apples for last year and next year is correct -- the software we have selected runs well and will continue to serve the needs of low-level readers in the future. However, if there is to be a long-term commitment to "state of the art" technology, IBM/compatibles must not be ruled out for future purchases.

SESSIONS

FINDING THE VALUE IN EVALUATION

Speaker: Dr. Stacey Stockdill - President of EnSearch, an evaluation consulting form and the evaluator in the Technology for Learning Center (TLC) project in St. Paul, Minnesota .

Evaluation has value when it:

- is done throughout the project and not just at the end.
- is used for learning and program change -- no project should
- remain static if it is not working.
- focus on what is worth knowing. There is an information glut, but we must narrow our focus to what you (or your funders feel is important.
- looks at successes and shortcomings. You must not include your "stars" but also your failures. Be honest.

Make your objectives focus on your evaluative measures. "Change learners' "skills" does not tell you what to measure. Define more fully what you mean. How will you measure learners' skills" Look at what learners want to do. Does your program fulfill that? "Recruit xx learners" does not tell you what to measure. Narrow your focus to 3rd grade level and above, no high school students, more than 5 hours tutoring a week, for example. Are you reaching the right core group? Each objective must be a different evaluation. Some objectives will be the subject of several evaluations.

A formative evaluation is ongoing and tells what is working and what needs change. At TLC, the"revolving door" philosophy of the Center meets the needs of the people who come and go at various times throughout the day. This made workers feel a one-on-one tutor/student relationship impossible. They assigned a single volunteer to monitor anyone that came into the Center. The volunteer soon became frustrated because they felt no sense of progress. After a formative evaluation, the Center developed progress charts kept in student folders which show the volunteers and students exactly what needs to be done and reveals student progress as well. A single volunteer, not necessarily the same one all the time, is still available to monitor and give support when needed, and the students felt this approach worked much better. Even though the students worked independently, the idea of someone monitoring their progress made them feel important.

When beginning an evaluation, you must begin by defining your audience (funders, public, labor unions, etc.) -- an evaluation focused towards funders will be different from one geared toward the public.

After the audience is defined, list the concerns and questions which must be answered. Then determine what information is needed to answer those questions. This will help determine what methods you will use in gathering the information. Some methods:

observation
case studies
interviews
questionnaires
tests

A sample copy of Evaluating Foundation Programs & Projects was distributed. I have a copy and will loan to those interested.

In relation to our project, we must decide what to evaluate and develop a method of obtaining the information to substantiate our objectives. Are we meeting them? This should be ongoing so change can be made if needed.

INTEGRATING TECHNOLOGY INTO THE CURRICULUM

Speaker: Claudia Bredemus - Curriculum Developer for Technology for learning Center, St. Paul, Minnesota

The first question Ms. Bredemus asked was, "Do you have a curriculum?" It is typical not to have one. If you have a Laubach program in place, start with that and build on it.

One idea on which to focus is to forget the drill and practice programs on the market. Drill and practice did not work for adult learners the first time around in school -- it probably will not work now. Instead, use the computer and "real" programs as a tool to learn. Tools (programs) such as "Print Shop" and word processing have an appeal, and appeal leads to student motivation.

Volunteers must be comfortable with the computers and various software programs before introducing their students to automation. One way of doing this is to hold "Templates for Literacy" workshops focusing on specific software packages with activities which can be used in tutoring sessions.

A good starting point for low-level readers is video cassette learning. This can be used as a "hook" using a format familiar to most. Reading can then follow, then introduce the computer as an interactive teacher.

Follow up a computer lession (such as "Project Star" or "CALL") with word processing. Ask the student to type (with the tutor's help if needed) how he feels about specific topic.

A demonstration of Hartley's "My Words" was given. "My Words" can be used in conjunction with "Project Star" or "CALL" or used independently. It has speech synthesis. The tutor and student can build a word bank by typing a short story; the words in the story become the word bank. The computer can read each word back. The word list and story can also be printed for extra practice if a printer is attached in the room.

"Data Quest" from MECC has several databases of information -- highly recommended are the ones on states and presidents. This program can be used to learn the facts in the database, use the facts to write a speech, then have the student deliver the speech.

Using a simple database program can involve the student in collecting information on a particular interest (family names and addresses, recipes, hobbies, even Elvis Presley songs if that appeals to the student).

Closed captioned TV, if taped, can be used to integrate reading the subscripts and learning from the program's content. Turn off the sound and have the student "read" the program. Stop the tape at intervals and discuss the program. What will happen next? How do you feel about this? Commercials which are closed captioned are good for short lessions of this type.

Use the National Issues Forum small group discussions to build vocabulary on current issues. Follow up group discussions with individual work on the computer by putting key words into a word bank using MECC's "Master Spell".

Broderbund's "Where in the U.S. is Carmen SanDiego?", "Where in the World is Carmen SanDiego?" and "Where in Time is Carmen SanDiego?" will involve students by introducing them to an atlas or almanac with discussions about geography or history.

"Crossword Magic" by Mindscape allows tutors and students to create a crossword puzzle using their own word lists and clues. These can then be printed for home practice.

We owe it to our learners to put together a structure (worksheets) with starting and stopping points so they know what they are doing and can see progress being made. Samples of TLC worksheets are attached. Students enter the date when the lesson is completed; worksheets are monitored by staff.

When buying software, keep two major points in mind:

- A reader learns to read by reading. By the same token, a student learns to use computers by using real computer programs, not simulated drill and practice routines.
- Animation is generally not motivating and can, in fact, be discouraging to adults.

A software list with matching programs is also attached. It provides good insight into what we can expect from technology and volunteers.

TAILORING BEGINNING SOFTWARE FOR YOUR PROGRAM

Speaker: Margaret "Cookie" Moulton - Literacy Consultant, Las Vegas, Nevada.

Students need software to fit their needs, not the needs of a programmer. Cookie said that software should not be purchased if it does not allow teachers to tailor the software to be student-specific.

Demos of each CALL software program were given, with explanations of how to create additional student-oriented word lists. This editing function can be used to create lists geared to the learner--for example, if you had a sports fan, create a list of baseball teams.

A site licence ($100 plus the program cost) of the CALL software allows unlimited copies. This allows each tutor to have his own disk and allow for individual editing of word lists based on his students.

The CALL software program, "Spelling Rules," should not be given to the student to learn on his own -- it requires work with a tutor. "Spelling Rules" learners should be in at least the second Laubach book.

CALL "Learn A Word to Reading," "Learn A Word Challenge," "Learn A Word Reads" and "Learn A Word in Metra" have one computer lesson for each Laubach lesson. These can gently "prod" reluctant tutors who wonder how the computer can be used in conjunction with Laubach lessons.

"Word Families" can be edited to include word lists of word endings such as -tion, -ful, -graph, etc

"Odds and Ends" is a group of small programs. One, "Wheel of Fortune," can be edited to include current TV shows, movies, sports teams, book titles, etc.

Other programs were then discussed by Ms. Moulton. Word processing (Bank Street Writer recommended) with the student at the keyboard from Day 1 is good. If the keyboarding is really slow, have the student type one sentence, then the tutor types the next. The writing process becomes easier once the student realizes that he can insert, delete or check for spelling errors. Note: A printer in the room is a must.

"Crossword Magic" by Mindscape -- when writing clues, write a sentence with a blank in it. The blank indicates the work in the puzzle. This works much better if the student is allowed to create his own clues -- the clues become relevant to his situation. The IBM version is easier to use, but the Apple version printout is better. Again, an in-the-room printer is a must.

The Carmen SanDiego series of programs are good. Just because the program is fun doesn't mean the student is not learning. "Where in Time is Carmen SanDiego" is not as good as the others. Start with "Where in the U.S. is Carmen SanDiego" and move on to "Where in the World is Carmen SanDiego."

"Type to Learn" is highly recommended as a learn-to-type program. The screen shows finger positions and does not require a high reading level.

Other comments from Cookie:

* All tutors in the CALL program must undergo computer training as a part of their Laubach training -- three weeks of Laubach, and three weeks of computer. Cookie said that the computer comes first; if the volunteers won't learn to use the computer they are referred to other tutoring programs. Although we probably cannot afford to turn away volunteers, I think the computer emphasis is important and could be incorporated into the training.

* Put students on the computer as part of their intake interview. They can leave with a greeting card or sign created with "Print Shop." This primes them for computer use.

The CALL lesson plan books are good building blocks for worksheets we can create using the software we have in-house. Again, by having the student follow a specific worksheet plan, both he and tutors can see progress.

An article written by Cookie Moulton on the importance of word processing in the learning process is attached.

VOLUNTEER TUTORS AND COMPUTER-ASSISTED LITERACY INSTRUCTION: RECRUITMENT AND TRAINING ISSUES

Speaker: Lori Forlizzi -- Project Associate, Institute for the Study of Adult Literacy, Penn State, University Park, Pennsylvania.

In order for computer-assisted instruction (CAI) to be useful, those who instruct must be proficient in using it. Volunteers must be introduced to CAI and trained in ways that enable them to comfortably use it with their students.

In recruiting volunteers, be creative. Start by focusing on those that are likely to be successful -- these successes will pull in more volunteers once the success is seen. Penn State was more successful starting with tutor/student pairs who have already worked together for a while.

Make computer instruction a regular part of the Council's newsletter. Offer basic training on all software. Hold informational meetings, with tutors or students talking about their computer experiences -- what works, what doesn't.

Volunteers often do not have the time to devote to in-depth software knowledge. It should be made clear at the outset that the project will take some time investment on their part.

Tutors may feel they will look bad in front of the student if they are not familiar with the computer. If the computer experience is introduced to the student as "something we will tackle and learn together" it draws the tutor and student closer.

It is an added burden to have to call ahead to schedule computer time. This, however, may not be avoided since five tutors showing up to work on three machines is even more of a burden.

Library staff should also be familiar with the software since a tutor may not always be available. However, they should not be required to offer instructional guidance.

Directions on how to use the programs should be nearby. A folder containing disks and directions is ideal.

Again, word processing as a tool for literacy was emphasized.

BUYER BEWARE! WHAT TO LOOK FOR IN SOFTWARE FOR ADULT LITERACY

Speaker: Kay Gore - Consultant, Arizona State University.

Software developed for K-6, even though written for low reading levels, is not necessarily the best software to buy for adults. Just because the student cannot read doesn't mean the computer must force-feed him juvenile ideas.

Don't buy technology using auditory (speaking computers, audio tapes) if your students have auditory discrimination problems -- 31-78% of them do. Be aware of the population you are serving.

Don't give them more of what didn't work the first time around (drill and practice, pencil and paper, etc.). Try something new.

Don't impose ways in which you feel comfortable in learning on your student. Project Star may be terribly boring for you, but the student may be helped in ways never before seen.

Don't put a cap on the student's learning ability. Use as many modes as possible -- print, computer, audio, video. Think of how you can involve all of the senses. The most priceless asset is the tutor. However, the tutor must be flexible to go beyond the traditional and involve the student in many modes.

"Parents, don't let your children grow up with a MacIntosh." Although the Mac may be initially easier to use, the concepts and skills are not generally transferrable to the workplace.

When buying for the future, don't buy into the Apple II line (GS, IIe, IIc) -- Apple is discontinuing them and concentrating on MacIntosh. Ms. Gore sits on many software development boards and sees no new exciting trends in software coming out for Apple II. Buying Apples now is fine, since most of the software is still Apple-oriented, but be aware that state-of-the-art growth may be stilted.

Keep in mind that students may not be afraid of technology, even if you are. They have already failed in the pencil/paper mode and are eager to try something new to help them learn.

A STRATEGY FOR STUDENT DATA MANAGEMENT

Speaker: Kathy Beatty - ABE Instructor, South Suburban Consortium, S. St. Paul, Minnesota

This demonstration showed how to use the database part of the "AppleWorks" software program to handle routine student data such as name, registration date, age, sex, race, hours of tutoring, grade level, address and phone. Although these are the fields used in the database shown, your creativity can add other information.

The end result of computerizing student data is quality control and accurate records for annual reporting or grant writing. I have a handout which describes the database in detail, available for loan. W\Although it utilizes "AppleWorks," the concepts can be used in any database program.

THE GOAL SERIES: HIGH INTEREST READING SOFTWARE FOR ADULT LITERACY

Speaker: Martha Connellan - Director of Educational Sales, Davidson & Assoc., Torrance, California.

This prototype demonstration of new GOAL software covers reading, comprehension and vocabulary geared to adults in four units of study: Life Skills, Staying Healthy, On the Job, and General Interest Reading. It is scheduled to be released in October for the IBM, with the Apple version to follow.

The software is high-interest with low readability (2-6 grade), with four difficulty levels. The Teachers Pack contains two copies: the Lab Pack contains five copies. There is a 30-day preview. The software is based on Davidson's popular programs, "Read & Roll" and "Word Attack Plus." Five copies (IBM version) - $699.95.

This seemed to be a promising program to consider for the future since it is not in general release yet. A list of sample topics covered in the software is attached.

A CHAMPAGNE SYSTEM ON A BEER BUDGET

Speaker: Albert Siegfried - President, BLS Tutorsystems, Wilmington, Delaware.

I attended this session for two reasons. First, we had included BLS software in our second-year grant proposal and second, Mr. Siegfried was going to discuss workplace illiteracy.

According to Mr. Siegfried, there are 17-21 million functional illiterates in the country. 700,000 students graduate each year with less than a 4th grade reading level (Wilmington New Journal, 2-6-89). Because of this, America is no longer competitive and will remain so unless something is done.

The U.S. Dept. of Labor is making available to all states Dislocated Worker Funds, a new funding source.

BLS reading, grammar and math software allows tutors to set lessons base on standardized intake tests. Basic skills are taught in life-oriented context from 4th grade level to GED. There is a built-in non-threatening mastery test. Online help menus are available. The software is available for preview.

Although you can purchase an entire BLS system for a goodly price (champagne), you can also buy individual modules at a less-costly price (beer) and build slowly.

UPS/UNITED WAY OF AMERICA LITERACY CHALLENGE GRANTS: LITERACY TECHNOLOGY AND CRITICAL THINKING (PANEL)

Six sites were selected to receive $100,000 each through their local United Ways for 28-month grants (Nov. 1989 - February 1992). Sites were: Baltimore, MD; Dayton, OH; Elkhart, IN; Louisville, KY; Morgantown, NC; and St. Paul, MN. Program descriptions are attached.

The outcomes of these projects will help guide other literacy programs by providing:

* Replicable curricula that can be distributed to other sites throughout the nation

(I signed up for the mailing list for this). These will not be available until 1992 when the projects end.

- Community-wide literacy collaborations.
- Increased capacity of providers (more providers, better trained).

Although all of the projects are still in the developmental stage, three key obstacles were evident in all:

- Many tutors were new to computers and were hesitant to use them.
- Combining automation with literacy programs already in place -- how will they integrate?
- Designing a means of on-going evaluation.

All thoroughly recommended that we stay flexible and work with literacy providers every step of the way. With cooperative efforts, automation and literacy can go hand in hand.

WHO ME? WRITE A SENTENCE? YOU MUST BE KIDDING!

Speaker: Anne Steiner and Connie Judd - Instructors, Chemeketa Community College, Salem, Oregon.

This session focused on using word processors to work with students. Students need writing for everyday life, but they are afraid. Whether writing a letter to relatives, a letter of application, or a resume, writing touches all.

Word processing speeds up the writing process by providing a multimedia approach -- visual (screen) and tactile (keyboard). Students can change, insert, delete, and spellcheck, thus removing the barrier that the first draft must be perfect. In addition, word processing is a marketable skill which carries over into the workplace.

AS a pretest, get a writing sample from the student. See how the students writes. This will help tailor a word processing approach to the individual.

Writing progresses from a word to a sentence to a paragraph to an essay. The use of life experiences as topics is meant to be non-threatening, including: an event (humorous, scary, unforgettable), a decision that changed your life, your favorite holiday, television, money.

Another important strategy is keeping a journal. Students use journal writing as a warm-up activity at the computer. Assignments can be printed if a printer is in the room. Once completed, written assignments can be included in a student newsletter.

A sample assignment would be:

1) Go to your file named JOURNAL (disks are kept on site). Bring it up on the screen. Type in today's date. Write at least three sentences. Save what you wrote. Use the file name JOURNAL. (Tutor can then monitor writing by calling up the file JOURNAL.)

2) Make any changes in any other files you have. If you do not have any changes to make, go to #3.

3) Today's topic is HAPPINESS. What is your definition of happiness? Write a paragraph describing happiness. File name is HAPPY. Be sure to save your file. Print and hand in your rough draft. (Tutor can then read work and make suggestions at the next session.)

VENDORS

I stopped at the BLS booth to see a demo of the grammar program we had put in the grant proposal. Although it is designed for individual interaction, low-level readers will have a problem with it. The software is designed for 4th grade + and the screens can be quite wordy at times. This may be intimidating to some. There is a preview option on the program. I suggest we look closely at this before purchasing.

Educational Activities ("How to Read for Everyday Living" in the grant proposal) also offers "Math for Everyday Living" and "How to Write for Everyday Living." In addition, other math and language arts software is available. They did not have demos, but their low-cost software may be worth a look.

The Conover Company offers a wide range of workplace software. However, their prices may be too high when buying multiple copies.

AISI (Indianapolis) offers a barcode-scanning device which reads a barcode and speaks the embedded word, phrase or paragraph. The speech seemed quite clear, even though the area was noisy. The unit is portable. New barcodes are being programmed all the time ($588.00 for the unit and $1,020.00 commonly-used words barcodes.) Additional barcode sets are also available.

Filette Keez offers file folders, diskette sleeves and labels in seven colors. The diskettes fit in slots inside the file folders so disks and documentation stay together. The color coding is used so there is not stigma attached to "Level 1" software, etc. Another way of using color is to put reading software in one color folder, math in another, grammar in another. Prices for these folders seem reasonable.

Discover Intensive Phonics, suggested by Shirley Keown, had a demo. The program sells for $1,500.00 and requires the use of a cassette player attached to the computer. Price may be inhibitive when buying multiple copies plus cassette recorders.

Deborah Somerville

Hammond Workforce 2000
Literacy for Future Jobs

October 1990 to September 1991

Hammond Public Library
564 State Street
Hammond, Indiana

FINAL PERFORMANCE REPORT

Hammond Public Library
564 State Street
Hammond IN 46210

(219) 931-5100

Arthur S. Meyers
Project Director

Deborah Somerville
Adult Literacy and Technology Consultant

Grant No. R167A00377

Grant Amount Awarded $ 24,147

Actual Amount Expended $ 24,147

1. OBJECTIVES

a. Contact Lake County Job Training Corporation and other adult literacy/basic education providers in northwest Indiana to ensure coordinated literacy approaches to low income clients and to meet private industry needs.

Contact with other organizations and literacy providers was maintained through attendance by the Library Director and Adult Literacy and Technology Consultant at bi-monthly meetings of the Northwest Indiana Literacy Coalition.

The Director also attended the 1990 Senior Union Counselor Class of the Northwest Indiana Federation of Labor, AFL-CIO, a forum on adult literacy in the area, and a forum on workplace literacy presented by the Northwest Indiana Federation of Labor, AFL-CIO, the Indiana Chamber of Commerce, and the Council for the Advancement of Experiential Learning.

b. Examine what jobs are actually being carried out and training manuals are being used.

Dave Sikes, AFL-CIO Labor Liaison at Lake Area United Way, was contacted in order to learn which jobs were prevalent in northwest Indiana and would therefore be most useful in software being considered for purchase.

His reply, which guided the purchase of our "English on the Job" and "Math on the Job" software, was cashier, construction/labor, janitor/maintenance, sales, truck driver, waiter/waitress. Although the area has a large number of steelworkers and oil refinery workers, no software was pinpointed for these job groups.

c. Develop methods of identifying and reaching dislocated workers who have mastered basic literacy skills but need to strengthen math, spelling and writing skills.

The premise of the project was that the labor union counselors would be the conduit for contacting and referring workers in need of basic skills improvement. Meetings were held to familiarize the counselors with the computers, software and other materials available through the project. The United Way Labor Liaison was the Library's contact with the union counselors.

CALC (Calumet Area Literacy Council) hosted an open house, open to the public, to make its services and materials more widely known.

d. Evaluate/recommend software programs that meet workers' need and provide a balanced representation of women and members of ethnic minority groups.

The Project Committee met on to October 3, 10, and 23, 1990 and January 3, 1991 to preview and evaluate software programs. The evaluation form used in these meetings is enclosed. The sessions resulted in the purchase of the software listed in the "Hammond Workforce 2000: Literacy for Future Jobs" booklet, which is also enclosed.

In addition to software programs, the committee evaluated "Hooked on Phonics", an audio cassette reading improvement system. This resulted in the purchase of four copies. Three of the copies were used within the Main Library and two branches and initially did not circulate. The fourth copy circulated for use by patrons in the privacy of their homes. Because of a waiting list for the circulating copy, two of the other copies were changed to circulating copies.

The Library received a donation of two copies of the 3-volume videocassette set, "I Want to Read," from Hammond American Legion Victory Post 168. One copy was made circulating and one reference, for in-Library use. In order to make this resource available at all of the Workforce Adult Learning Centers, additional sets were ordered for the branches. Branch copies circulate, again offering the opportunity for patrons to learn in the privacy of their homes.

Headphones and audio cassette players were purchased with grant funds so the above audio materials could be used in the Library. They are also used in conjunction with some of the "Math on the Job" and "English on the Job" software programs.

Calumet Area Literacy Council purchased a videocassette player and receiver so tutors could use "I Want to Read" and other video learning materials with their students.

e. Establish criteria to evaluate Project's operational effectiveness and for comparison with projects in other cities.

Based on suggestions by Debra Wilcox Johnson in "Measuring Up: Making Literacy Evaluation Meaningful" (Wilson Library Bulletin, November 1990), the following criteria were chosen:

- Usage of materials, divided by branch.
- Usage of Adult Learning Centers -- number of times used and average time spent in Learning Centers.
- Number of tutors trained in computer/software usage.
- Number of students registered with the Workforce project.

Based on a workshop held by Stacey Stockdill at the Literacy and Technology Conference in St. Paul in July, 1990, "Finding the Value in Evaluation," and her publication, Evaluating Foundation Programs & Projects, (St. Paul Foundation, Inc., 1989), measurements for effectiveness were chosen. Ms Stockdill, the primary evaluator of the Technology for Learning Project in St. Paul, stressed the need for ongoing evaluation throughout the year in chosen areas:

- Student progress:

  Students and tutors should be able to see progress, which is often difficult when using computer programs. Progress sheets for each computer program were developed and are available at each Adult Learning Center. These progress sheets, when completed as the student works through the program, are a visible sign of progress or need for improvement.

  To date, there is no procedure in place to gather information from these progress sheets and evaluate student progress either individually or in groups. We plan to work with the Calumet Area Literacy Council to develop an evaluation process that records the time involved in completing a program, number of programs completed, etc.

- Student incoming/outgoing levels:

We are not aware of an evaluation method which can definitively answer the question of whether computer instruction helps adult literacy students learn or learn more quickly. In order to do a study of this sort, incoming testing would need to be given by the Calumet Area Literacy Council. In addition, ongoing testing should be done in order to find reading levels at milestones such as:

Came in at Reading Level 1
Reading Level 2 in 3 months
Reading Level 3 in 6 months

This is a rather ambitious project, hindered in part by lack of staffing in CALC. However, it is a goal to work toward in the future.

Based on Final Report: Use of Computer Assisted Instruction with Displaced Workers and Volunteer Tutors (Institute for the Study of Adult Literacy, Penn State University, College of Education, University Park, PA, August 1988), we had hoped to develop questionnaires that would measure satisfaction with the project among students and tutors. Due to time limitations, the questionnaires were not written, but plans are in place to accomplish it in the upcoming year's project.

f. Purchase appropriate software and equipment.

The software listed in "Workforce 2000: Literacy for Future Jobs," with the exception of "Project Star" was purchased this year. Four copies of each title was purchased, one for each Learning Center. If a site license was available, it was purchased to allow for multiple copying. For software with site licenses, such as the programs from M. R. Moulton, three copies were made for the Main Library which has three computers, and three for the branch libraries.

Three Apple IIGS computers and ImageWriter printers were purchased for the three branch libraries, Howard, E.B. Hayward, and Rupp. An additional ImageWriter printer was purchased for the Main Library, allowing two of the three computers to have printing capabilities.

Audio cassette players and headphones were purchased for each location to allow students to use "Math on the Job" and "English on the Job" software, as well as "Hooked on Phonics" cassettes. Three players and headphones were purchased for Main and one for each branch.

Funds were also used to purchase additional copies of the videocassette set "I Want to Read," as mentioned previously, and four copies of "Hooked on Phonics."

g. Establish adult learning centers in three branch libraries for dislocated workers to use independently.

In consultation with the branch librarians for the best placement of the computers, the first center to open was at Rupp Branch, in the most northern part of the city, on February 5, 1991. The issue of security was addressed by installing the computer and printer in a roll-top desk with a lock. Privacy for the student is maintained since the desk is located in a small alcove behind the checkout desk.

The second center to open was at E. B. Hayward Branch, in the southwest area of Hammond, on February 12, 1991. There were no security issues here as the computer is located in a locked audio-visual room. The room is unlocked by staff when students or tutors arrive. Because of the location, privacy is easily maintained.

The third center was opened at Howard Branch, in the southeast part of the city, on February 16, 1991. Again, a roll-top desk with a lock provides a security measure. The desk and computer were turned so the screen faces a wall to afford a measure of privacy for the student in a public area.

h. Train library staff in effective use of computers and software.

After installation of the branch learning centers, the Adult Literacy and Technology Consultant covered the basics of computer operation (turning on/off, printer operation, paper loading, etc.) A brief introduction to the software available at that time was given. Staff was encouraged to become familiar enough with the software to help if problems arose, although they were not expected to become "software experts" or tutors. Seven branch employees received training. None had problems with the software, as the software directions were self-explanatory and on-screen prompts were clear.

Circulation staff at the Main Library were already providing basic help with software from the first year grant, so little additional training was needed. The addition of a printer in the Main Library learning center required them to learn how to load paper and change ribbons, however. Staffing, often being at a minimum, relies heavily on tutors to provide most help to the students. Tutors work with the students until they can work independently, and few problems have arisen with these students.

Additional training sessions were held by the Tutor Trainer to further familiarize staff with the literacy software. More in-depth sessions were held to train the Tutor Trainer and Library staff in the use of "Print Shop" and "Bank Street Writer Plus," which require more than a few simple keystrokes to produce results. Staff have been using both of these programs since the training, and are becoming more proficient every day.

i. Train literacy tutors and union counselors in effective use of new software.

As with the first year grant, the union counselors were not given hands-on training in the new software since they would not be immediately involved in tutoring and computer use. Thirty-four tutors were trained during the grant year. A tutor workshop was held in January; six tutors received training at that time. Most of the others were trained on a one-to-one basis or in small groups of three or four.

A Tutor Handbook was developed and placed at each Learning Center. The handbook contains descriptions of each software program, hints for usage, copyable progress sheets and directions for starting and stopping the program. This has proven to be more helpful than a handout during training; handouts are often left at home and instructions forgotten the next time the tutor comes to the Library. Enclosed are the index and sample pages from the Tutor Handbook.

Tutors are encouraged to become familiar with the contents of the Tutor Handbook and to devote time to practicing with the software before trying to show it to students. Numerous articles in the CALC newsletter highlighted the software available and provided instructions on signing up for training.

j. Provide one-to-one tutoring assistance to 40 workers.

The 19 students using the computers are Literacy Council students, either walk-ins or referrals from other agencies. None were referred by union counselors.

In the new grant year, continuing information will be sent to the union counselors, either by the Library or by the United Way Labor Liaison, so they are aware of what is available. Since the project is constantly undergoing change, with new computer locations and new software being cataloged and released, the information would not become stale. While large literacy programs are located on-site in the steel mills, the Library can emphasize we are close to workers' homes, afford privacy, and, through CALC, can provide one-on-one tutoring.

k. Begin recording users' progress and problems, maintaining statistics by age, race, employment status, etc.

Statistics for the year were kept beginning in February and are shown in the enclosed "Workforce 2000 for 1991" report.

Learning Center usage and problems are recorded on the enclosed Learning Center Usage Sheet each time the computers are used.

A "Professional File" database program was maintained on students and tutors. The information for the database was obtained from the enclosed application form, completed at the tutor's or student's first session. According to this database:

34 Workforce Tutors were trained. Of these, 14 received software training in the first year of the project and additional training with the new software purchased this year. Of the 34:

10 had never used a computer before
11 were computer beginners
10 were intermediate computer users
1 classified as a "pro"
2 did not classify themselves

19 Workforce Students were trained. Of these, 3 were repeats from the previous year. Student breakdowns were:

Male	9
Female	10

By age:	Under 20	0
	20-29	5
	30-39	6
	40-49	3
	50-59	4
	60+	1

Ethnic Background:

African American	6
Caucasian	6
Hispanic	7
Other	0

Employment:

Employed	11
Unemployed	6
Retired	1
Did not specify	1

1. Provide continuing supportive guidance to the workers.

Tutors, through their one-on-one tutoring methods, provide continuing guidance to the students enrolled in the program. In the absence of the tutors, Library staff provide software or hardware troubleshooting help but do not provide tutoring support.

m. Train an additional 40 adults in independent use of the computers and software.

This objective assumed that the additional adults would be trained by Library staff. Because the Library did not have a public microcomputer policy in place, the Learning Centers were not open to additional adults until very late in the grant fiscal year. An ad hoc decision was then made to allow the public to use the computers. As a result, an additional 40 adults were not registered in the program.

The enclosed poster on the computers and software was distributed. Before the decision to allow public usage, a few adults inquired about using the computers. When they were told that they must work with a tutor until they were familiar with the hardware and software, they declined. Some requests were made to take the software home to use on home computers; these requests were not fulfilled. Yet another person wanted to take the computer home to use at his leisure; needless to say, this was denied. Future press releases will eliminate these misconceptions by explaining that the computers and software are for use in the Library only with some supervision until familiarity is demonstrated. Enclosed are the press releases.

Until a microcomputer policy is developed, it is not recommended to allow full-scale public usage. In the short time that the public has been allowed to use the computers, problems with scheduling and usage have arisen. For example, a scheduled literacy student came to use the computer but was unable to start on time because someone else was "almost done." The first user continued on the computer even after being told he must quit. Other issues, such as age or supervision, must also be addressed before additional problems arise.

The Library is examining the following articles and information regarding a public access microcomputer facility as a beginning point for developing a policy:

- "A Dual-Purpose Microcomputer Center: Public Access Facility & Staff Training Lab," OCLC Micro (February 1991)
- "Public Access Microcomputers," Computers in Libraries (September 1990)
- "Rolling Meadows [IL] Library Computer Rules," published in Public Access Microcomputers: A Handbook for Librarians (1990)
- "Public access policies" from Microcomputer Management & Maintenance for Libraries (1990)

n. Introduce information on community resources.

Community resources were introduced through visits by the union counselors to the Library and a continuing program of distribution within the Library buildings of information on such resources.

Enclosed is an example of the resources -- the title page and table of contents of a booklet, Jobs and Careers. Wide distribution of the publication was made possible through a collaborative effort by Purdue University Calumet, the Northwest Indiana Area Library Services Authority, and the Hammond Public Library.

o. Provide liaison to local classroom and training opportunities.

As part of its service in disseminating community information, materials on local classroom and training opportunities are prominently displayed at the inside entrance of each Library building.

p. Begin to describe Project in talks at 5 local and 2 state meetings.

As part of talks by the Director about the Library's services, the project was described before community organizations during the year:

- January - Hammond Exchange Club
- February - Hammond Central Lions Club
  Hammond Kiwanis Club
  Hammond AARP
- September - Whiting-Robertsdale Kiwanis Club

Communication with labor unions also continued during the grant year, as shown in the enclosed letters. In April 1992, the project will be discussed at the annual conference of the Indiana Library Federation in a talk on how libraries can maintain outreach services during difficult economic times.

q. Write final evaluation report; enter in OCLC and submit to ERIC.

This report and the first grant year report will be entered in OCLC and submitted to ERIC. In preparing grant applications, a search of the ERIC database and use of the reports provides much helpful information.

r. Write articles for state and national publications.

Articles will be prepared in the coming months. A description of the project was written for A Survey of Public Libraries Engaged in Workplace/Workforce Literacy Projects (Onondaga County Public Library, 1991)

2. BUDGET (enclosed letter on change)

Enclosed is the final budget guide for the Workforce 2000 Fund.

Materials purchased:

Furniture and Hardware

3 Apple IIGS Professional System Computers
3 Apple ImageWriter II Printers
3 Kensington System Saver Power Controls
2 Roll-top computer desks

Software/Media

The following software was purchased for the four locations -- Main Library, E. B. Hayward Branch, Howard Branch, and Rupp Branch:

- Bank Street Writer Plus (software)
- Basic Math Competency Skill Building (software)
- English Grammar Computerized (software)
- English on the Job (software) in the following career areas:
    - Cashier
    - Construction/Laborer
    - Janitor/Maintenance
    - Sales Clerk
    - Tractor-Trailer Driver
    - Waiter/Waitress
- Homonyms and Confusing Pairs (software)
- Learn-A-Word (software)
- Math for Everyday Living (software)
- Math on the Job (software) in the following career areas:
    - Cashier
    - Construction/Laborer
    - Janitor/Maintenance
    - Sales Clerk
    - Tractor-Trailer Driver
    - Waiter/Waitress
- New Print Shop (software)
- Newspaper Literacy (software)
- Odds & Ends (software)
- Resumes Made Easy (software)
- Spelling Rules (software)
- Type to Learn (software)
- Word Families (software)

Additionally, the COIN vocational/educational database software was purchased for the Main Library, E. B. Hayward and Howard Branches. As it was received late in the year, it was not available during the grant year.

Four copies of "Hooked on Phonics" audio cassettes. One circulating and one non-circulating at Main, one non-circulating at E. B. Hayward, one non-circulating at Howard.

Three copies of "I Want to Read" video cassettes. Circulating copies for E. B. Hayward, Howard, and Rupp.

Supplies

3 Headphones
4 Audio cassette players
Computer paper (8 boxes)
Computer ribbons (14)

The largest unforeseen supplies expense encountered was for processing supplies (software and three-ring binders) to hold the software and operating instructions. Much of the software came with no unit to hold the diskettes and instructions or, if one was included, it was often unusable for circulation.

Because the Library does not have a separate, secure audio-visual department, all media of this sort must be processed and each piece in the package individually labeled. Software instructions regarding setup of each program was separated from the general software in order to prevent unauthorized "re-programming" of the software. This adds to the cataloging/processing time and must be kept in mind when planning staff time.

Software diskette binders were purchased for each of the above programs. In addition, three-ring binders were purchased to hold instructions/manuals for:

Basic Math Competency Skill Building
English on the Job
Math for Everyday Living
Math on the Job
New Print Shop
Newspaper Literacy

INDEX

Bank Street Writer Plus . . . . 60 through 66

Basic Math Competency Skill Building . . . . 32 through 37

English on the Job . . . . 43 through 48

Homonyms and Confusing Pairs . . . . 1 through 4

Learn A Word . . . . 79 through 86

Math for Everyday Living . . . . 28 through 31

Math on the Job . . . . 38 through 42

New Print Shop . . . . 67 through 69

Newspaper Literacy . . . . 49 through 59

Odds and Ends . . . . 70 through 78

Resumes Made Easy . . . . 87 through 88

Spelling Rules . . . . 13 through 17

Type to Learn . . . . 18 through 27

Word Families . . . . 5 through 12

Odds And Ends

M.R. Moulton (CALL)
3044 E. Chapala Drive
Las Vegas, NV 89120

OVERVIEW

"Odds and Ends" contains 5 programs which correlate with The Laubach Way to Reading workbooks:

- Movie Wheel of Fortune
- Alphabetizing
- A vs. An
- Contractions
- Syllables

READING LEVEL

1-4

TIME REQUIRED

5-15 minutes per lesson

TUTOR

Tutor may need to be present to help read the explanations in "Contractions" and "Syllables".

PRINTER USE

"A vs. An," "Contractions," and "Syllables" can be printed for home practice.

LAUBACH CORRELATION

Movie Wheel of Fortune -
Correlates to LWR Book 1 and 2, Challenger.

Alphabetizing -
"Letters in lower case" and "Letters in upper case" can be used at any point after Book 1, Lesson 10.

"Words by first letter" - Book 3, Lesson 20.

"Words by second letter" - Book 3, Lesson 21.

"Words by third letter" - Book 3, Lesson 22A.

"Scrambled words" - Book 3, Lesson 23A; Book 4, Lesson 5.

A vs. An -

Book 1, Lesson 4; introduction
Book 2, Lesson 9; review

Contractions -

Book 3, Lessons 7, 10, 14, 16, 17, 19, 21, 23A.
Book 4, Lessons 2, 6, 7, 10-12, 15-18, 20.

Syllables -

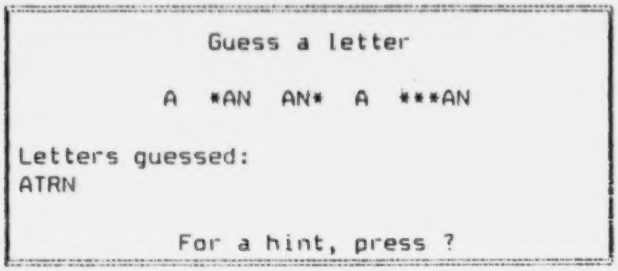
Book 3, Lessons 2, 3, 5, 7, 10, 11, 15-17, 21.
Book 4, Lessons 1-4, 6.

RELATED MATERIAL Progress sheet (included, page 78). These may be copied for student use.

Odds and Ends
Program Descriptions/Sample Screens

I. Movie Wheel of Fortune

Game is similar to the TV version (without the spinning wheel). Student guesses letters to form words in the title of a movie. Hints give summaries of plots. NOTE: Some of the movie titles are old and not well-known to today's moviegoers.

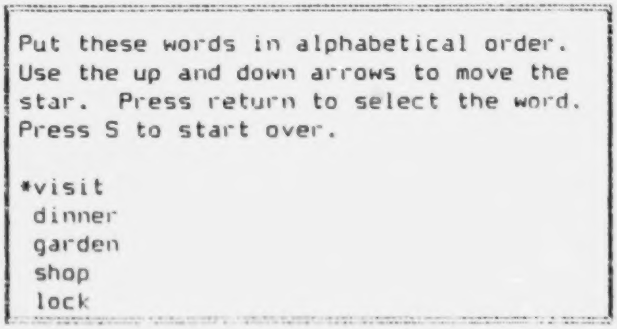


```
             Guess a letter

        A  *AN  AN*  A  ***AN

Letters guessed:
ATRN

           For a hint, press ?
```

II. Alphabetizing

Student puts given words in alphabetical order based on:

Letters in lower case - all letters and words listed are in lower case.
Letters in upper case - upper and lower case words.
Words by first letter - first letters of the words differ.
Words by second letter - words begin with the same letter; alphabetizing begins with the second letter.
Words by third letter - first two letters of all words are the same; alphabetizing begins with the third letter.
Scrambled words - a mixture of words.



```
Put these words in alphabetical order.
Use the up and down arrows to move the
star.  Press return to select the word.
Press S to start over.

*visit
 dinner
 garden
 shop
 lock
```

III. A vs. An

Concept of a vs. an, with practice exercises.

```
        Type the word called for in
            the sentence below:

        Ed just got _____  new car.
```

IV. Contractions

Explanations of how contractions are formed with practice exercises.

```
Type the word called for in the
sentence below.

                 you + have

     Oh, ________ got to be kidding!
```

V. Syllables

Explains how to determine syllables with practice. If student misses twice, the word is divided on the screen.

```
Spell the word below by syllables,
leaving a space between each one.

To see the word already divided,
press ?

                 building
```

STARTING ODDS AND ENDS

1. Put disk in disk drive, label side up, with arrow pointing toward back. Push disk all the way in until it drops into place.

2. Press MASTER and AUX buttons to turn on computer.

3. At Branch Libraries : Program will start automatically.
   At Main Library : Press <ESC> at "USERNAME" to start.

4. Press any key to move past the title screen.

5. Type the number preceding the program to work on, then <RETURN>.

6. Follow specific program instructions (following) for running and quitting.

WHEEL OF FORTUNE

1. Push CAPS LOCK key down so it locks in down position.

2. Move highlight bar (using up and down arrows) to the Laubach book student is reading, then press <RETURN>.

3. Type a letter. If it is in the title, the letter will appear in the title and in the letters guessed area. If it is not, the letter will appear in the letters guessed area.

4. "Play" until student guesses title; another title will follow.

5. To quit, press <ESC>, then move highlight bar to:

QUIT	to quit Odds and Ends completely. When "BYE" appears: * Remove disk from disk drive (press small button on drive to eject disk). * Press MASTER and AUX buttons to turn off computer.
MAIN MENU	to select another Odds and Ends program.

SYLLABLES

1. Make sure CAPS LOCK key is up and not locked.

2. Move highlight bar (using up and down arrows) to the desired lesson, then press <RETURN>.

3. Type the number preceding the exercise, then <RETURN>:

    1 What a syllable is
    Explanation of syllables. Follow screen directions for continuing and/or printing explanation.
    When printing is completed, press SELECT button on printer then FORM FEED to move paper up. Tear off paper. Press SELECT button again to put printer back online.

    2 Spelling by syllables
    Type the word called for, putting a space (using the SPACE BAR) between syllables, then <RETURN>.

    3 Counting syllables
    Type the number of syllables in the given word and press <RETURN>.

    4 Select new word list
    Move highlight bar (using up and down arrows) to new lesson, then press <RETURN>.

    5 Return to Main Menu
    Move highlight bar (using up and down arrows) to another Odds & Ends program, then press <RETURN>.

    6 Quit
    Quits Odds & Ends program entirely. When "BYE" appears:
    - Remove disk from disk drive (press small button on drive to eject disk).
    - Press MASTER and AUX buttons to turn off computer.

4. To quit in the middle of a lesson, press <ESC>, press any key to continue, then select "Quit" from menu (see above).

ALPHABETIZING

1. Make sure CAPS LOCK key is up and not locked for "Letters in Upper Case". Push CAPS LOCK key down so it locks in down position for "Letters in Upper Case".

2. Move highlight bar (using up and down arrows) to the desired lesson, then press <RETURN>.

3. Move star (using up and down arrows) next to the first word alphabetically, then <RETURN>. Repeat this for each word in the list on the left until all words appear in alphabetical order on the right. TO START OVER ON THE LIST, PRESS S.

4. To quit, press <ESC>, note score, then press any key to continue.

5. Move highlight bar using up/down arrows to:

QUIT	to quit Odds and Ends completely. When "BYE" appears: * Remove disk from disk drive (press small button on drive to eject disk). * Press MASTER and AUX buttons to turn off computer.
MAIN MENU	to select another Odds and Ends program.

CONTRACTIONS

1. Make sure CAPS LOCK key is up and not locked.

2. Move highlight bar (using up and down arrows) to the desired lesson, then press <RETURN>.

3. Press any key to continue after reviewing the rules for contractions.

4. Type the contraction called for in the given sentence, then press <RETURN>. Continue until end of lesson (or <ESC> to quit in the middle of the lesson). Then:

   * Press any key after noting score.
   * Answer the question, "Do you want to print out this exercise?" by typing _y_ to print (then press _p_) or _n_ to not print.
   * When printing is completed, press SELECT button on printer then FORM FEED to move paper up. Tear off paper. Press SELECT button again to put printer back online.

5. Move highlight bar to:

QUIT	to quit Odds and Ends completely. When "BYE" appears: * Remove disk from disk drive (press small button on drive to eject disk). * Press MASTER and AUX buttons to turn off computer.
MAIN MENU	to select another Odds and Ends program.

A vs. AN

1. Make sure CAPS LOCK key is up and not locked.

2. Move highlight bar (using up and down arrows) to the desired lesson, then press <RETURN>.

3. Press any key after reviewing rules for a vs an.

4. Type the word (a or an) called for in the given sentence, then press <RETURN>. Continue until end of lesson (or <ESC> to quit in the middle of the lesson). Then:

   - Press any key after noting score.
   - Answer the question, "Do you want to print out this exercise?" by typing y to print (then press p) or n to not print.
   - When printing is completed, press SELECT button on printer then FORM FEED to move paper up. Tear off paper. Press SELECT button again to put printer back online.

5. Move highlight bar to:

QUIT	to quit Odds and Ends completely. When "BYE" appears: * Remove disk from disk drive (press small button on drive to eject disk). * Press MASTER and AUX buttons to turn off computer.
MAIN MENU	to select another Odds and Ends program.

ODDS AND ENDS
PROGRESS SHEET

	DATE	%
Alphabetizing		
Letters in lower case		
Letters in upper case		
Words by first letter 1		
Words by first letter 2		
Words by second letter 1		
Words by second letter 2		
Words by third letter 1		
Words by third letter 2		
Scrambled words 1		
Scrambled words 2		
Syllables		
Short Words 1		
Short Words 2		
Medium Words 1		
Medium Words 2		
Long Words 1		
Long Words 2		
Contractions		
Practice 1		
Practice 2		
Practice 3		
A vs. An		
Practice 1		
Practice 2		
Practice 3		

WORKFORCE 2000

LEARNING CENTER USAGE SHEET

Student Name ______________________________

Date ______________________________ Agency ________________________

Computer Time:

Beginning Time ______________________ Ending Time ______________

Programs Used:

Comments:

Worker Initials __________

Workforce 2000

1990-91 STUDENT INFORMATION

Date ______________________________ Tutor ______________________

Student Name ____

Address ____

____

Phone ________________________

==

Sex: _______ Male _______ Female

Age:
_________ Under 20
_________ 20-29
_________ 30-39
_________ 40-49
_________ 50-59
_________ 60-69
_________ 70+

Ethnic Background:
________ African American
________ American Indian
________ Asian
________ Caucasian
________ Hispanic
________ Other ______________________
specify

Referral:
_______ CALC
_______ Union Local Name ______________________
_______ Walk-in

Employment:
_______ Employed Where ______________________
_______ Unemployed

1990-91 WORKFORCE ASSISTANCE INFORMATION

Date ____

Name ____

Address ____

____

Phone _____________________________________

==

Affiliation: ________ CALC

________ HPL

Prior Computer Experience:

___________ Never used one

___________ Beginner

___________ Intermediate

___________ "Pro"

Computer Brands Used:

Hammond Public Library

presents

HAMMOND WORKFORCE 2000

Computers and software for the improvement of reading, spelling and math skills and free tutoring assistance for adults on a one-to-one basis are available.

Adult Learning Centers are Located at:

Main Library, 564 State Street,

Rupp Branch, 847 - 117th Street

Howard Branch, 7047 Grand Avenue

E.B. Hayward Branch, 1212 - 172nd Street

Computer Programs Include:

Basic Math, Reading Improvement, Spelling, Definitions, Alphabetizing, and typing.

Tutoring Appointments are made through the

Calumet Area Literacy Council, 931-5100.

Funded through the Federal Library Services and Construction Act.

[illegible]

NEWS RELEASE

Hammond Public Library
564 State Street
Hammond, Indiana 46320
(219) 931-5100
Arthur S. Meyers, Director

For Immediate Release

Contact: Arthur S. Meyers July 9, 1990

LIBRARY RECEIVES ADULT LITERACY GRANT

Hammond Public Library has received a second grant from the U.S. Department of Education for adult literacy activities. The new grant for $24,147 will enable the Library to install microcomputers and adult literacy software in Adult Learning Centers at the E. B. Hayward, Howard and Rupp Branch Libraries beginning October 1.

The grant was awarded under the Library Services and Construction Act, Title VI Library Literacy program. The Library project, entitled "Hammond Workforce 2000: Literacy For Future Jobs," is an extension of a 1989 grant award that enabled an Adult Learning Center to be established in the Main Library.

The software installed in the Main Library is for basic literacy at reading levels 0-3. Software in the branch libraries under the new grant will be in math, spelling, and writing for reading levels 4 and up. The computers that will be purchased with the new grant will again be the "user-friendly" Apple IIGS.

The Library's project is a collaborative effort with the Calumet Area Literacy Council (CALC), the volunteer adult tutoring program headquartered in the Main Library, and labor union counselors under the AFL-CIO/Lake Area United Way Labor Community Service Program.

Before the initial grant in 1989, the Library decided that the project would only be successful if participants in the collaborative effort had input into the computer and software that would be used. The operating concept was "empowerment"--enabling people to participate in decisions that will affect them.

As a result, the Library arranged for demonstrations of potential software with CALC tutors, labor union counselors, adult educators, and economic development planners. With input from front-line labor and management officials, it became clear that the next step after the basic literacy grant was opportunities for workers to improve their math, spelling and writing skills.

Deborah Somerville, Senior Computer Operator in the Library, will serve as Adult Literacy and Technology Consultant for the new grant. Nancy Norton, active volunteer in the CALC, will serve as Tutor Trainer.

NEWS RELEASE

Hammond Public Library
564 State Street
Hammond, Indiana 46320
(219) 931-5100
Arthur S. Meyers, Director

For Immediate Release

Contact:

Arthur S. Meyers March 7, 1991

ADULT LEARNING CENTERS

Three new Adult Learning Centers have been established by the Hammond Public Library through a $ 24,147 grant from the U.S. Department of Education. The Centers are located at the E. B. Hayward Branch, 1212 - 172nd Street, Howard Branch, 7047 Grand Avenue, and Rupp Branch, 847 - 117th Street. Tutoring appointments are made through the Calumet Area Literacy Council, headquartered in the Main Library, telephone 931-5100.

The federal Library Services and Construction Act grant is entitled "Workforce 2000: Literacy For Future Jobs" and is designed to prepare adults for a more productive future.

Each Center consists of a microcomputer and special software for adult use. The software programs are basic math, spelling, alphabetizing, contractions, syllables, word families, words that sound alike or are confusing, math for everyday living with real-life situations, becoming familiar with the newspaper, and beginning word processing.

In addition, American Legion Victory Post 168 donated a video series "I Want To Read" for borrowing at the E. B. Hayward Branch. The series presents basic tips on how to read and write.

Hammond Workforce 2000
Bringing Literacy Home

October 1991 to September 1992

Hammond Public Library
564 State Street
Hammond, Indiana

FINAL PERFORMANCE REPORT

Hammond Public Library
564 State Street
Hammond, IN 46320

(219) 931-5100

Arthur S. Meyers
Library Director

Deborah J. Somerville
Project Director

Grant No. R167A10048

Grant Amount Awarded: $34,842

Actual Amount Expended: $34,824.34

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
[✓ between 50,000 - 100,000]
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
[✓ Training]
___ Rural Oriented
[✓ Basic Literacy]
___ Other (describe)______________________________
___ Collection Development
[✓ Tutoring]
[✓ Computer Assisted]
[✓ Other Technology]
[✓ Employment Oriented]
[✓ Intergenerational/Family]
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
[✓ Workforce/Workplace]
___ Inmates of Correctional Institutions
___ Other (describe) ______________________________
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
[✓ Intergenerational/Families]
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

[✓ Laubach] ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Activity levels of materials, from computer statistics
Usage sheets to measure : a) # of uses
b) time spent

Application forms to count tutors + students

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented?
___ yes ✓ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

✓ bibliography
___ curriculum guide
✓ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure

___ resource directory
✓ evaluation report
___ survey
___ newsletter(s)
✓ other (describe)
Press releases
Brochure
Motivational handouts

BEST COPY AVAILABLE

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 31

Of those served, how many received direct tutoring service? 8 How many hours of direct tutoring service did they receive? Not measured.

How many new volunteer tutors were trained? 51

How many current volunteer tutors received additional training? 5

How many volunteer tutors (total) were involved? 56

How many non-tutor volunteers were recruited? 51

How many service hours were provided by non-tutors? 0

How many librarians were oriented to literacy methods, materials, and students? 23 (librarians and support staff)

How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Part III. Narrative

A comparison of the actual accomplishments to the objectives stated in the grant application follows:

1. Expand the Project Committee with staff from the Library, Chapter Program of School City of Hammond, and Parent Education Center of Calumet College of Saint Joseph.

   The Project Committee was formed early in the grant year and included: Deborah Somerville, Project Director; Arthur Meyers, Library Director; Emily Shutko, Tutor Trainer; Jane Pehle, Youth Reading Specialist; Rosalie Ruff, Head of Information Services; Marge Keltner, Chapter I, School City of Hammond; Dr. Elaine T. Kisisel, Parent Education and Resource Center, Calumet College of St. Joseph; Gen Klacik, Calumet Area Literacy Council (CALC); Dave Sikes, AFL/CIO Community Services Representative, Lake Area United Way; Carolyn Tucker, Hammond Head Start Program. In addition, the six Branch Librarians and the Youth Services Librarian served on the Project Committee.

2. Train 13 Library staff members and 10 CALC Tutors in literacy awareness, the Laubach method, and how to use the computers and software.

   The six Branch Librarians were given copies of the videotapes, "Anchorage Training Video Tapes : Basic Literacy," produced by the Anchorage Literacy Project. The tapes, published by New Readers Press, gave an overview of the Laubach method so they would be familiar with the tutoring method used by CALC.

   A total of 23 staff members attended orientation sessions which familiarized them with the computers and software. When the branch Learning Centers were established, the Project Director covered the basics of computer operation, printer operation, and software handling. Staff was encouraged to become familiar enough with the software to be able to help if problems arose, but they were not expected to become "experts". Main staff, substitutes, and Sunday staff received the same orientation at the Main Adult Learning Center. Again, it was emphasized that staff need not become expert software users. Because staffing is often at a minimum, staff is not able to provide extensive help with the Learning Centers. Tutors from CALC were asked to work with their students in providing help when needed, and Library staff would provide simple troubleshooting.

   Fifty-six tutors were trained during the grant year. Technically, these people were not yet tutors since they had not gone through the Laubach workshop yet. There was no workshop scheduled until September, so computer training was introduced as a means of keeping them interested in the program until the workshop was held. Current tutors did not receive orientation, either because they felt they did not need computer training or because they did not want computer training. It is hoped that by getting the people interested in the computer first, these new tutors will incorporate computers into their lessons more readily than tutors who had already established lessons based on workbooks only.

   Tutors were trained on a one-to-one basis or in small groups of three or four. The Tutor Trainer arranged training times when convenient for the trainees, often in the evening or on Saturdays to accommodate work schedules..

Directions for the new software programs were added to the Tutor Handbook which was started in the previous grant year. These handbooks are kept near the computers at each Learning Center. The handbook contains thumbnail descriptions of each software package along with step by step instructions for use. Since this book is always available to tutors, there is less need for staff involvement in providing software support to tutors or students. Sample pages from the Tutor Handbook are enclosed.

Articles appearing in the CALC newsletter highlighted new software and encouraged tutors to use the Adult Learning Centers. The articles also provided instructions for signing up for orientation. Articles from the CALC newsletters are enclosed.

3. Add adult and family literacy providers and programs operated by private industry to the community information file.

This was not done by the Library during the grant year. The United Way received an endowment grant from Eli Lilly Corporation to act as a clearinghouse for literacy, basic, vocational and secondary education. Their grant will compile information on all education providers in Northwest Indiana. In order to eliminate duplication of effort, it was decided not to spend time adding this information to the community information file during the year. The Workforce project will be included in the United Way information, and the Library will receive a complete listing once it is compiled.

4. Visit at least 5 basic education, adult literacy, and workplace literacy sites to observe the methods, equipment and materials.

Due to conflicts in scheduling, visits were not made. However, information was gathered from the following literacy programs:

Greater Indianapolis Literacy League, Indianapolis-Marion County Public Library,
    Indianapolis, Indiana
"Beginning with Books", Carnegie Library of Pittsburgh, Pittsburgh, Pennsylvania
"Project LIFT '91", Cabell County Public Library, Huntington, West Virginia
"Families Reading Together", Sterling Municipal Library, Baytown, Texas
"Growing Your Own Readers", Rockbridge Regional Library, Lexington, Virginia

Information received from these programs was used throughout the year to develop forms, purchase software, and devise evaluation measures.

In addition, regular attendance at the Northwest Indiana Literacy Coalition meetings by the Library Director and/or Project Director provided continuing contact with local literacy providers.

5. Collect training manuals and job descriptions used in local industry to ensure software and other resources reflect the actual jobs, now and in the future.

Dave Sikes, AFL-CIO Labor Liaison at Lake Area United Way, was contacted in order to collect training manuals and job descriptions. Although he did not collect any for the Library use, he did say that the prevalent jobs in Northwest Indiana are sales, construction, maintenance, truck driver, and waiter/waitress. This guided the software and print material selection throughout the year.

6. Select, catalog, and process approximately 7 sets of 5 software programs and 3 sets of 9 additional programs that meet the workers' needs, based on training manuals and job descriptions, and reflect ethnic and gender balance.

The following software was purchased for the three new branch Learning Centers in order to bring them on an equal level with the current Learning Centers:

3	Bank Street Writer Plus
3	Basic Math Competency Skill Building
18	English on the Job (3 each of Cashier, Construction/Laborer, Janitor/Maintenance, Sales Clerk, Tractor/Trailer Driver, and Waiter/Waitress.
18	Math on the Job (3 each of Cashier, Construction/Laborer, Janitor/Maintenance, Sales Clerk, Tractor/Trailer Driver, and Waiter/Waitress.
3	Math for Everyday Living
3	Type to Learn
3	New Print Shop
3	Newspaper Literacy

Site licenses were purchased last year for the following software, so additional copies were made for the three new Learning Centers:

Homonyms and Confusing Pairs
Learn-A-Word Way to Reading
Learn-A-Word Challenge
Word Families

Additional software was purchased for all seven Learning Center locations:

21	Reading in the Workplace (7 each of Health Care, Building & Construction Trades, and Automotive career areas) -- Educational Activities
7	WordMaze -- Mindscape Educational Software
7	Crossword Magic -- Mindscape Educational Software
7	Multiple Choices -- Mindscape Educational Software
7	O'Brien Vocabulary Placement Test -- Educational Activities
7	Using Phonics in Context -- Educational Activities
7	LWR (Laubach Way to Reading) Software for Skillbooks 1-4

Site licenses were purchased for the following software. This allowed for making multiple copies of the software. Three copies were made for the Main Learning Center and one copy each for the six branch Learning Centers:

Word Groups on Tap -- Margaret Moulton
Sight Words on Tap -- Margaret Moulton
U.S. Geography Plus -- Margaret Moulton
Verbs in Action -- Margaret Moulton

Most of the software was cataloged and processed and is in use. Those software packages arriving late in the grant year will be cataloged shortly.

behind the circulation desk. While affording much privacy (the reference room is not as heavily used as the main section), the computer was not easily visible to the public. It is, however, visible to staff working at the circulation desk, so troubleshooting was easy to do while still keeping an eye on the desk.

A poster announcing the computer locations and available software was posted at all locations. This provided information to patrons coming into the Library who may not have been aware of the Workforce project. A copy of the poster is enclosed.

8. Develop management, statistical, and circulation procedures.

Since this grant year was the third, most of the procedures were already in place. Procedures were distributed to the new Learning Centers when they were established. Procedure sheets for circulation and for Technical Services staff are enclosed.

9. Convene 5 meetings of the Project Committee.

Two meetings were held that involved the entire Project Committee. Ideas for program improvement and information dissemination were discussed. The best outcome of these meetings was the gathering of people responsible for family education, literacy, labor, and basic education. Each attendee came away with a better understanding of what other agencies in the area are doing. Several smaller meetings were held with specific individuals of the Project Committee throughout the year to check on progress of the objectives.

10. Prepare and distribute brochure on community resources in literacy, education and job training for distribution to the public.

Because of the aforementioned Eli Lilly Endowment Grant to the United Way, this was not compiled by the Library. Instead, a brochure describing the Workforce project was developed (brochure included).

Additionally, a bibliography which was started during last year's grant project listing all of the Workforce software, audio, video and print materials was revised to include the new material purchased during this grant year (bibliography enclosed).

11. Announce Project through no less than 3 union newsletters and 5 meetings.

Although the union participation has not been forthcoming, continued information in the form of press releases, brochures and letters was sent to the United Way Labor Liaison who then forwarded it to local labor counselors. Communication was also extended to the Department of Community Services of the American Federation of Labor and Congress of Industrial Organizations (letter enclosed).

12. Mail brochure on Project and announce it at 5 different meetings of business groups.

The enclosed "Report to the Community" brochure and bibliography of materials was mailed to the Inland (Steel) Career Resource Center (letter enclosed). In addition, press releases were sent to all area newspapers throughout the year. Copies of releases and a newspaper article are enclosed.

An article describing the grant was written by the Project Director for the Library's automation newsletter, "Automation Update". This newsletter is mailed to local businesses, libraries in the state, and is made available to the public.

A request was sent to the Hammond Chamber of Commerce to include information on the Workforce project in their newsletter (letter enclosed). To date, the Library has not received notification that the information was included in their newsletter.

13. Describe Project at no less than 10 job training and basic education programs and meetings of child care providers and parent groups.

A letter was sent describing the project in July, 1991 to the local PTA Community Awareness Chairperson. An offer was made to speak at meetings, but to date no meeting has been arranged. Another letter was sent in September 1992, again outlining the program.

As a result of the first meeting of the Project Committee, the Project was included in the School City of Hammond's Chapter I newsletter. A copy of the newsletter is enclosed.

14. Announce project at 2 meetings of Calumet Region Council of Clergy and mail brochure.

Since the Council is not meeting, another means of communication with area clergy was needed. To provide project awareness, a copy of a press release and a letter was sent to 74 Hammond churches. Also, the Report to the Community brochure will be mailed to all area churches to keep information on the project in the forefront.

15. Begin one-to-one tutoring assistance to at least 40 adults.

Eight students were registered as users of the Adult Learning Center. While this represents only 20% of the goal of 40, the number of students will hopefully grow as new tutors come into the CALC program and incorporate computers into their lessons (see Evaluation Report).

All of the eight students were enrolled in the CALC literacy program. None were referred by labor union counselors. Information will continue to be sent to the Labor Liaison or to the labor counselors so they will remain aware of what is available.

16. Maintain continuing support guidance for students.

Tutors provided one-on-one support for the students enrolled in the Adult Learning Center. Further support in troubleshooting was done by Library circulation staff and the Project Director. Tutoring support was not done by Library staff.

17. Demonstrate for at least an additional 40 adults how to use the computers and software programs.

Because there was no public microcomputer policy in place, the computers were generally not open to additional adults until very late in the grant year. Branch libraries, however, allowed adults to use the computers if requested. This was due to the close proximity of the workstations to the circulation desks; help could be provided more conveniently at the branches than at the Main Library where the Learning Center was not located near any staff desk.

Despite the fact that the computers generally were not open to the public, 23 additional adults (58% of the goal of 40) were able to use the computers and software. Attesting to the user-friendliness of the Apple IIGS computers, there were few instances where staff had to stop to help the public use the software.

18. Introduce effective ways of reading to and with children in 5 training sessions with Library staff, union counselors, and CALC tutors.

    This objective was not accomplished due to scheduling conflicts within the Library and CALC. Again, labor union counselors were not active participants.

19. Select, catalog, and process 350 books and non-print materials for "The Learning Trees."

    A total of 230 youth books and 21 audio tape/book kits were purchased during the grant year. A listing of the titles is included in the bibliography enclosed with this report. These books include stories without words, picture books, "read-along" books, concept books, and books with cassettes.

    In addition, high-interest/low-vocabulary books for adult new readers were purchased and added to the ongoing bibliography.

20. Compile and distribute packets of motivational ideas and reading games for "The Learning Trees."

    Plastic hangup bags were filled with motivational material for parents and children to use together to encourage reading at home:

    > A doorknob hanger stating "We're reading" to be hung on the doorknob during quiet reading time. On the back are tips for encouraging reading at home.
    >
    > A listing of youth-oriented magazines.
    >
    > Fingerplays to do with children.
    >
    > "Clap, Tap, Rap", a music game.
    >
    > "Reading to your child can make you a perfect pair" bibliography of youth books.
    >
    > Workforce 2000 bookmark

    These materials in the hangup bag were placed on the Learning Tree display stands and were free for those who wanted to take them. Each of these hangup inserts is included.

21. Establish a "Learning Tree" in each Center.

    The Youth Reading Specialist visited each branch Learning Center and examined the Learning Center at the Main Library. After discussion with the Librarians and support staff, book displayers were placed close to the computers at all locations. The family reading books and hangup bags of motivational materials were placed on the displayers, which were purchased for their eye-catching design (picture enclosed).

During the same visits, the Youth Reading Specialist reviewed circulation procedures with staff and explained the "1-2-3" label designating "Learning Tree" items ("1-2-3" label picture enclosed).

22. Train Youth Services Librarians in effective use of the Learning Tree materials.

Before the computers were installed at the three new Learning Centers, the Youth Reading Specialist and the Project Director met with the Library's Youth Librarians and Branch Librarians during a Youth Services meeting. The project was described, and questions were answered. Since three of the branches were already familiar with the computers (they were installed during the second year of the grant project), emphasis at this meeting was on the new angle of family literacy and the "Learning Tree."

Throughout the year, the Youth Reading Specialist wrote short family literacy tips which were gleaned from the motivational materials packets for the staff newsletter, "Intercom".

23. Present information on "The Learning Tree" at 10 meetings of union counselors, child care providers, and parent groups.

Releases and letters were sent to various local groups describing the project and offering the services of Library staff in speaking before their groups. To date, no groups have contacted the Library for a speaking engagement. This service, however, will continue to be offered.

24. a. Refine the preliminary evaluative criteria for the third year.
    b. Incorporate the results of the first two years of the project into evaluative criteria for assessing the effectiveness of the total project.
    c. Review the criteria during the year, revising as necessary.
    d. Interview at least 2 adult students who used the Center and "Learning Tree" at each Library.
    e. Write the final evaluation.

See the Final Evaluation Report, enclosed.

25. a. Describe the findings of the Project at no less than 3 union and business meetings and 2 state workshops on libraries and literacy.
    b. Describe "The Learning Tree" in presentations at 2 library workshops and in 2 library publications.
    c. Write about the findings of the three-year project for adult education, business, union, and library publications.

Articles for publication and speaking engagements will be prepared in the coming months.

BUDGET

Enclosed is the final appropriate report for the Workforce 2000 fund. Details follow:

Line 1.21	Professional Assistants Salaries of Project Director, Tutor Trainer, Youth Reading Specialist, and Evaluator.	$ 7357.50
Line 2.23	Other Operating Supplies 300 "1-2-3" labels for "Learning Tree" books 11 Diskette/documentation folders to hold software and instructions 6 Three ring binder pages to hold audio cassettes for English on the Job and Math on the Job 5 Diskette cases 1 Sony audio cassette player 1 Vinyl computer dustcover for E.B. Hayward Branch, where computer is not enclosed in a rolltop desk 7 cases of computer paper 21 printer ribbons	$ 467.14
Line 4.21	Furniture & Equipment 7 Children's book displayers for Learning Tree 3 Oak rolltop desks 3 Rolling chairs for new Learning Centers 3 Apple IIGS Professional System Computers 3 Apple ImageWriter II Printers 3 Kensington System Saver power controls	$ 8510.13
Line 4.31	Books 7 copies of 50 nifty ideas for using a word processor 1 set of Occupational Learning System (19 books, listed in bibliography) 231 Family Reading books 21 audio cassette/book kits	$ 1378.89
Line 4.51	CDs and Audio Cassettes 2 audio cassette sets of "Hooked on Phonics". "Your Reading Power" audio cassette sets were included with "Hooked on Phonics" purchase. 1 audio cassette set of "How to Write for Everyday Living" 1 video cassette. "How to Pronounce Consonants" 1 video cassette. "How to Pronounce Vowels, Diphthongs and Word Endings"	$ 290.89
Line 4.53	Microfilm/Fiche & Data Software Site Licenses were purchased for: Sight Words on Tap U.S. Geography Plus Verbs in Action Word Groups on Tap	$ 16,819.79

Software packages purchased were:

- 3 Bank Street Writer Plus
- 3 Basic Math Competency Skill Building
- 7 Crossword Magic
- 3 English on the Job in the following career areas: Cashier, Construction/Laborer, Janitor/Maintenance, Sales Clerk, Tractor/Trailer Driver, Waiter/Waitress
- 7 LWR (Laubach Way to Reading) Software for Skillbook 1-4
- 3 Math for Everyday Living
- 3 Math on the Job in the following career areas: Cashier, Construction/Laborer, Janitor/Maintenance, Sales Clerk, Tractor/Trailer Driver, Waiter/Waitress
- 7 Multiple Choices
- 3 New Print Shop
- 3 Newspaper Literacy
- 7 O'Brien Vocabulary Placement Test
- 7 Reading in the Workplace in the following career areas: Automotive, Health Care, Construction
- 3 Type to Learn
- 7 Using Phonics in Context
- 7 WordMaze

LEARNING CENTER SITES

Learning Center site locations are:

Main Library, 564 State Street, Hammond
E.B. Hayward Branch, 1212-172nd Street, Hammond
Hansen Branch, 2823 Martha Street, Hammond
Howard Branch, 7047 Grand Avenue, Hammond
Lincoln Branch, 3835 Hohman Avenue, Hammond
Rupp Branch, 847-117th Street, Whiting
Sawyer Branch, 649 Mulberry Street, Hammond

VOLUNTEER AGENCIES

The following agencies and organizations volunteered services for the program by serving on the Project Planning Committee and offering services as described in this report:

Calumet Area Literacy Council (CALC)
Hammond Head Start Program
Hammond Public Library
Hammond School City, Chapter I Program
Lake Area United Way
Parent Education and Resource Center, Calumet College of St. Joseph

Using Phonics in Context

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

OVERVIEW	"Using Phonics in Context" is a phonics tutorial program that teaches decoding in a high-interest, low-vocabulary context. Each of the program's lessons consists of two parts. First, terms are explained and examples are given; the second part consists of practice and review exercises.
READING LEVEL	2-4
TIME REQUIRED	Dependent upon student needs, 1/2 hour to 1 hour per lesson.
TUTOR	Tutor may need to be present to help read screens and explain concepts.
PRINTER USE	Printer is not needed.
LAUBACH CORRELATION	No direct Laubach workbook lesson correlation. However, because of its strong phonics emphasis, the lessons can be used as reinforcement for Laubach lessons.
RELATED MATERIAL	Worksheets (in software binder) - may be copied for individual use. Progress sheets (included in tutor manual, p. 95). These can be copied for individual use. Teacher's Manual - may be checked out at Circulation Desk. Contains word lists used in lessons and teaching strategies.
OTHER REQUIREMENTS	Paper and pencil can be used to make notes or to copy words to practice.

Using Phonics in Context
Lesson Overview

Lesson 1 Initial Consonant Letters

Identifying consonants
Understanding that a beginning consonant represents a sound
Distinguishing between beginning consonant sounds
Using context plus sound association

Lesson 2 Final Consonant Letters

Recognizing a final consonant
Identifying final consonants
A final consonant can be a letter or set of letters
Distinguishing between different final consonant sounds
Decoding words in context and sound/symbol association
Using final and beginning consonant sounds to decode words

Lesson 3 Digraphs CH, SH, TH

Recognizing the digraph
Relating consonant digraph sounds in one word to other words
Decoding using context and digraph sound association

Lesson 4 Consonant Blends - R, L, S, Final Blends, Triple Blends

Distinguishing initial consonants, final consonants and blends.
Recognizing sound/symbol relationships
Transferring decoding of blends to words in context

Lesson 5 Short Vowels: A, I

Recognizing a, e, i, o, u as vowels
Realizing a and i may represent more than one sound

Lesson 6 Short Vowels: E, O, U

Identifying vowel letters
Realizing vowels may represent more than one sound
Associating a picture name with a short vowel sound

Lesson 7 Long Vowels: A, E, I, O, U

The name of a long vowel is the same as its sound
Working with sight words and words in context
Learning sound associations for long vowels

Lesson 8 Long Vowel Sounds: AI, AY, EE, OA, OE, OW

Working with sight words and words in context
Learning sound associations and decoding words

Lesson 9 Irregular Vowel Patterns: OI, OY

Recognizing sound/symbol association for vowel dipthongs and vowel combinations
Recognizing vowel letters a, e, i, o, u, and sometimes y
Discovering that OI and OY can sound the same

Lesson 10 Irregular Vowel Patterns: OO

Recognizing the vowel digraph
OO can be short (book, cookie) or long (too, school)
Recognizing picture clues

Lesson 11 Irregular Vowel Patterns: AU, AW, OU, OW

Noting the sound/symbol relationship of vowel combinations
Associating the vowel combinations with picture clues
Decoding words in context

Lesson 12 Vowel Plus-R Combinations: AR, OR, ER

Vowel followed by r results in blended sound
Decoding r-controlled words in context

Lesson 13 Vowel Plus-R Combinations: IR, UR

Vowel followed by r results in blended sound
Decoding r-controlled words in context

SAMPLE SCREEN

```
block, clock                    scare, flare
grab, crab                      string, spring


_____ab: to take hold of suddenly


Type the missing blend to complete the word and
match the meaning, and press RETURN.
```

Using Phonics in Context

STARTING THE PROGRAM

1. Put disk containing desired lesson in disk drive, label side up, with arrow pointing toward back. Push disk all the way in until it drops into place.

    Pretest
    Lesson 1 : Initial consonants
    Lesson 2 : Final consonants
    Lesson 3 : CH, SH, TH, WH
    Lesson 4 : R-Blends, S-Blends, L-Blends
    Lesson 5 : Short Vowels : A, I
    Lesson 6 : Short Vowels : E, O, U
    Lesson 7 : Long Vowels : A, E, I, O, U
    Lesson 8 : AI, AY, EE, OA, OE, OW
    Lesson 9 : OI, OY
    Lesson 10: OO
    Lesson 11: AU, AW, OU, OW
    Lesson 12: AR, OR, ER
    Lesson 13: IR, UR

2. Press MASTER and AUX buttons to turn on computer.

3. At Branch Libraries: Program will start automatically.
   At Main Library: Press <ESC> at "USERNAME" to start.

4. Push CAPS LOCK key so it is locked in the down position, then press C to continue.

6. Type first and last name when asked, pressing <RETURN> after each.

7. Press the letter preceding the lesson to work on, then RETURN.

8. Follow screen directions to answer questions.
    - Press SPACE BAR to continue to the next screen.
    - Press BACKSPACE to erase answers before pressing RETURN.
    - Press RETURN after typing an answer.
    - Type the letter or number preceding a choice, then press RETURN.

QUITTING THE PROGRAM

1. Hold down <CONTROL> key and press the letter C to return to the menu of choices. If in the middle of a question, answer the question, then <CONTROL-C>.

2. Remove disk from disk drive (press small button on drive to eject disk).

3. Press MASTER and AUX buttons to turn off computer.

USING PHONICS IN CONTEXT
PROGRESS SHEET

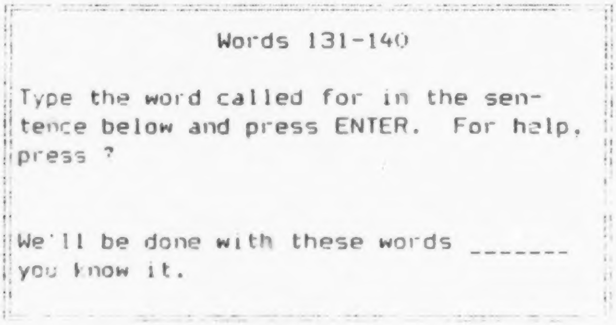
Lesson	Date Completed
Lesson 1 : Initial Consonants	
Lesson 2 : Final Consonants	
Lesson 3 : CH, SH, TH words	
Lesson 4 : R-Blends, S-Blends, L-Blends	
Lesson 5 : Short Vowels : A, I	
Lesson 6 : Short Vowels : E, O, U	
Lesson 7 : Long Vowel Sounds : A, E, I, O, U	
Lesson 8 : AI, AY, EE, OA, OE, OW Words	
Lesson 9 : OI, OY Words	
Lesson 10: OO Words	
Lesson 11: AU, AW, OU, OW Words	
Lesson 12: AR, OR, ER Words	
Lesson 13: IR, UR Words	

Sight Words On Tap

M.R. Moulton
3044 E. Chapala Drive
Las Vegas, NV 89120

OVERVIEW	"Sight Words on Tap" is a drill and practive program that lets students practice spelling the 300 most frequently used words in English. If any of the words are misspelled during the lesson, the student can save the misspelled words to a personal file on disk for practice later.
READING LEVEL	1-4
TIME REQUIRED	5-15 minutes per lesson
TUTOR	Tutor may need to be present to help read screen or to provide incentive and direction.
PRINTER USE	Student may print out either the entire list of words and practice sentences or his list of missed words and practice sentences.
LAUBACH CORRELATION	No direct lesson correlation; however, the program strengthens recognition and spelling skills of the 300 most frequently used words in the English language.
RELATED MATERIAL	Progress Sheet (included in tutor handbook -- page 101). This can be photocopied for individual use.

SAMPLE SCREEN



Words 131-140

Type the word called for in the sentence below and press ENTER. For help, press ?

We'll be done with these words _______ you know it.

Sight Words on Tap
Word Lists

WORDS 1-10	WORDS 11-20	WORDS 21-30	WORDS 31-40
1. the	11. he	21. at	31. but
2. of	12. was	22. be	32. not
3. and	13. for	23. this	33. what
4. a	14. on	24. have	34. all
5. to	15. are	25. from	35. were
6. in	16. as	26. or	36. we
7. is	17. with	27. one	37. when
8. you	18. his	28. had	38. your
9. that	19. they	29. by	39. can
10. it	20. I	30. word	40. said

WORDS 41-50	WORDS 51-60	WORDS 61-70	WORDS 71-80
41. there	51. will	61. some	71. two
42. use	52. up	62. her	72. more
43. an	53. other	63. would	73. write
44. each	54. about	64. make	74. go
45. which	55. out	65. like	75. see
46. she	56. many	66. him	76. number
47. do	57. then	67. into	77. no
48. how	58. them	68. time	78. way
49. their	59. these	69. has	79. could
50. if	60. so	70. look	80. people

WORDS 81-90	WORDS 91-100	WORDS 101-110	WORDS 111-120
81. my	91. long	101. new	111. me
82. than	92. down	102. sound	112. back
83. first	93. day	103. take	113. give
84. water	94. did	104. only	114. most
85. been	95. get	105. little	115. very
86. call	96. come	106. work	116. after
87. who	97. made	107. know	117. thing
88. oil	98. may	108. place	118. our
89. now	99. part	109. year	119. just
90. find	100. over	110. live	120. name

WORDS 121-130	WORDS 131-140	WORDS 141-150	WORDS 151-160
121. good	131. before	141. follow	151. put
122. sentence	132. line	142. came	152. end
123. man	133. right	143. want	153. does
124. think	134. too	144. show	154. another
125. say	135. mean	145. also	155. well
126. great	136. old	146. around	156. large
127. where	137. any	147. form	157. must
128. help	138. same	148. three	158. big
129. through	139. tell	149. small	159. even
130. much	140. boy	150. set	160. such

WORDS 161-170
161. because
162. turn
163. here
164. why
165. ask
166. went
167. men
168. read
169. need
170. land

WORDS 171-180
171. different
172. home
173. us
174. move
175. try
176. kind
177. hand
178. picture
179. again
180. change

WORDS 181-190
181. off
182. play
183. spell
184. air
185. away
186. animal
187. house
188. point
189. page
190. letter

WORDS 191-200
191. mother
192. answer
193. found
194. study
195. still
196. learn
197. should
198. America
199. world
200. high

WORDS 201-210
201. every
202. near
203. add
204. food
205. between
206. own
207. below
208. country
209. plant
210. last

WORDS 211-220
211. school
212. father
213. keep
214. tree
215. never
216. start
217. city
218. earth
219. eye
220. light

WORDS 221-230
221. thought
222. head
223. under
224. story
225. saw
226. left
227. don't
228. few
229. while
230. along

WORDS 231-240
231. might
232. close
233. something
234. seem
235. next
236. hard
237. open
238. example
239. begin
240. life

WORDS 241-250
241. always
242. those
243. both
244. paper
245. together
246. got
247. group
248. often
249. run
250. important

WORDS 251-260
251. until
252. children
253. side
254. feet
255. car
256. mile
257. night
258. walk
259. white
260. sea

WORDS 261-270
261. began
262. grow
263. took
264. river
265. four
266. carry
267. state
268. once
269. book
270. hear

WORDS 271-280
271. stop
272. without
273. second
274. late
275. miss
276. idea
277. enough
278. eat
279. face
280. watch

WORDS 281-290
281. far
282. Indian
283. real
284. almost
285. let
286. above
287. girl
288. sometimes
289. mountain
290. cut

WORDS 291-300
291. young
292. talk
293. soon
294. list
295. song
296. leave
297. family
298. body
299. music
300. color

Sight Words on Tap

STARTING THE PROGRAM

1. Put disk in disk drive, label side up, with arrow pointing toward back. Push disk all the way in until it drops into place.

2. Press MASTER and AUX buttons to turn on computer.

3. At Branch Libraries: Program will start automatically.
   At Main Library: Press <ESC> at "USERNAME" to start program.

4. Press any key at opening screen to continue.

5. Type the number appearing before your choice:
   1 to practice the given list of 300 sight words
   2 if you have saved a personal list of practice words.
   3 to quit the program

6. Type the number appearing before the word list you want to practice.

7. The screen will show the list of words to practice. It may be helpful at this point to write the words down before continuing.

8. Press any key to go on to the practice sentences. If you need help spelling the word, press ? and the word will appear above the sentence.

9. Follow screen instructions to finish practice lesson.
   - Press RETURN after typing an answer.
   - Type the letter or number preceding a choice, then press RETURN.

10. When lesson is completed, Press:

    1 to practice words you missed
    2 to print the lesson:
      - Press P (DO NOT PRESS RETURN).
      - When printing is complete, press SELECT button on the printer, then FORM FEED to move paper up. Tear off paper. Press SELECT button again to put printer back online.

    3 to save your missed words on disk:
      - Select 1 to save to a new file or 2 to save to a file you have already created.
      - Type a file name and press <RETURN>. The file name can be up to 15 characters and may include punctuation, spaces, or any special characters.

    4 to choose another practice list or to quit.
    5 to quit

QUITTING THE PROGRAM

If in the middle of a lesson, press <ESC>. Then choose 'Quit" from the menu.

If at a screen of choices, type the number appearing before "Quit", then <RETURN>.

If at a screen asking, "Type the number of the list", press <RETURN>, then select "Quit".

When "Bye" appears on the screen, press MASTER and AUX buttons to turn off computer.

SIGHT WORDS ON TAP
PROGRESS SHEET

DATE	LESSON	% Correct (shown at completion of lesson

Workforce 2000 : Bringing Literacy Home
Library Procedures

Applications

Each public user, literacy student and tutor should complete an application so we know how many people are using the computers. If you have a student/tutor who never uses the computer, he/she does not need to complete an application. Only one application per year is needed. A sample of each application is attached. Send completed applications to Deb Somerville in Tech. Services. A periodic list of users will be distributed to all locations.

If a user marks the spot on the application which asks for "Number of children living at home", staff and/or tutor should promote the youth materials on "Elmo" or the adult new reader materials. Packets of motivational activities, booklists, etc. will also be available for this targeted group. "New reader" (adult) material should also be promoted for literacy users.

Checkin

Check in all Workforce items (including non-circulating items) to ensure they are "ON SHELF" after use. For those with accompanying plastic browsing sleeves, put browsing sleeve back in container and put item back on shelf behind desk.

If youth item has a 1-2-3 sticker on the spine, it should be placed on "Elmo" display stand. Hangup bags can be hooked on Elmo's arms. Small items can be placed at his feet. Adult items with 1-2-3 sticker can be placed on shelving near Elmo or near rolltop desktop.

Checkout

All Workforce materials (including non-circulating items) must be checked out in order for the computer to tally usage statistics. At "Non-circulating item. Proceed?", type y. EXCEPTION : Software used by staff for Library tasks should not be checked out.

NOTE: Although software is checked out in order to track usage, it is not to leave the building. Software is for in-library use only.

Patron should select desired software, audio or video from browsing sleeves. While material is checked out, the browsing sleeve should remain behind the desk so it is not available for selection by anyone else.

Some items, expecially audio and video items, may have longer than standard due dates. This is noted on the front of the item. Change the due date to conform (see the CLSI Procedures Manual, if needed, to change due dates).

Computer Notations

Items which are shelved at the Learning Tree or Learning Center (on Elmo or nearby shelving) will have the call number LEARN ---- in the CLSI system.

Items which have browsing sleeves (software, some audio and video) do not have special call numbers in the computer system.

Learning Center Usage Sheets

Usage sheets should be completed for each use of the computer. This includes staff use. Be sure to check the appropriate usage (staff, tutor training, literacy, public) and also that agency (branch) name is on the sheet. Send sheets in to Deb Somerville after they are completed.

Library Cards

Literacy students should be encouraged to have their own library cards to check out material. Those students already holding Hammond or other library cards do not need another card. However, if the student does not qualify for a regular Hammond card, a LITERACY ONLY card can be obtained. See the CLSI Procedures Manual for registration instructions.

Maintenance

Computers and peripheral equipment should be periodically cleaned using the same cleaner the Library uses for cleaning the CLSI terminals. Screens, especially, should be cleaned often; learners and tutors tend to "point" to words on the screen, leaving fingerprints and smudges.

Public Use

Public use of the computers is possible, though we are not at present widely advertising the fact. Reservations are suggested. If someone has made an appointment to use the computer and someone is using the computer without an appointment, the one with the appointment has priority.

Only the software we have may be used on the computers. Software may not be brought in and used on our computers.

Roll Top Desks

For security, roll-top desks should remain locked when not in use.

yr3:circproc
March 23, 1992

1992 WORKFORCE TUTOR INFORMATION

Date ______________________

Name ____

Address ____

____

Phone ______________________

==

Prior Computer Experience:

_________ Never used one

_________ Beginner

_________ Intermediate

_________ "Pro"

Computer Brands Used:

Workforce 2000

1992 USER INFORMATION

Date ____________________

Name ____

Address ____

____

Phone __________________________

= =

Sex: _____ Male _____ Female

Age:

- ______ Under 20
- ______ 20-29
- ______ 30-39
- ______ 40-49
- ______ 50-59
- ______ 60-69
- ______ 70+

Number of children living at home:

- ____ Under 5 years old
- ____ 5 - 10 years old
- ____ 11 - 15 years old
- ____ 16 - 20 years old

Ethnic Background:

- _____ African American
- _____ American Indian
- _____ Asian
- _____ Caucasian
- _____ Hispanic
- _____ Other _______________ specify

How did you hear about the computers?

- _____ My literacy tutor Tutor's name ______________________
- _____ Library patron - saw computers in Library
- _____ Union Local Name ______________________________
- _____ Other agency Name ______________________________
- _____ Other ____ specify

Employment: _____ Employed Where ______________

_____ Unemployed

Workforce 2000 : Bringing Literacy Home
Tech. Services Procedures

Receiving

Receive items following normal procedures. Place a Workforce strip in each item to indicate that it is a Workforce item. Make a copy of the invoice for Deb Somerville files. Turn in invoice to Bookkeeper, noting Workforce budget line on invoice.

Processing

Catalog items normally.
Place 1-2-3 sticker on spine of Workforce items. Software does not need a sticker.

Additem

Scats for Workforce items:

73	Software
78	Audio material
79	Video material
80	Print material

Call numbers:
- Software as on label (e.g. SOFT ---)
- All items with 1-2-3 sticker:
  - Precede item call number with LEARN (e.g. LEARN yZS - Cas HAA T12)

Count items as they are additemed and leave TCH. Count them as part of regular additem total, but also give count to Deb Somerville. Example:

Books	3 Rup
	4 Main
	2 Hansen
Software	3 Main
	3 Rup

yr3:circproc
March 6, 1992

As a result of the Project:

The computers, printers and software are available for users of all ages. Users must be cardholders of the Hammond Public Library or enrolled in the tutoring program of the Calumet Area Literacy Council.

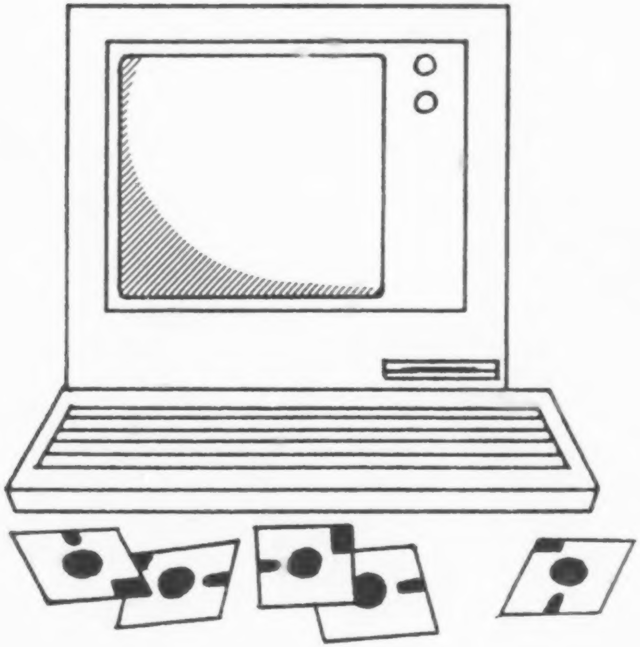
Everyone must pass a brief test before using the computers for the first time.

Workforce 2000
LSCA, Title VI
Library Literacy

Hammond Public Library
564 State Street
931-5100

REPORT TO THE COMMUNITY

Workforce 2000



A Project of the
Hammond Public Library

Workforce 2000 has been a federally funded grant program designed to enhance basic job skills and personal education goals and to incorporate family reading into individual lifestyles.

The program is based on cooperation with the Calumet Area Literacy Council (CALC) for tutor training and management and with Union counselors as a liaison with members who could benefit.

Year 1	Adult Learning Center with computers and software at the Main Library.
Year 2	Adult Learning Centers at three Branch locations, additional materials.
Year 3	Adult Learning Centers at three remaining Branch locations, introduction of family reading tips and materials, books for New Adult Readers.

Materials included in the Adult Learning Centers are:

1. Apple IIGS computers and printers
2. Software for reading, math, spelling and writing skills, resume writing and word processing.
3. Audio cassettes about phonics and basic reading.
4. Video cassettes about reading, writing, grammar, composition and English pronunciation.
5. Family packets of booklists, fingerplays and reading tips to take home.
6. Books for family members -- from toddlers to school age and beyond.
7. Books for Adult New Readers.

A complete list of materials is available at all Library locations.

Another PERFECT PAIR

YOU and the Hammond Public Library

The Youth Services Division has these materials and services:

- •Picture books and On My Own readers
- •Juvenile fiction and non-fiction
- •Young Adult books
- •Encyclopedias to borrow
- •COPE (Child or Parent Education) Collection
- •Magazines
- •Pamphlets
- •Read-along books with cassettes
- •Cassettes of stories, music, games
- •Videocassettes (stored in the Adult section)
- •Booklists
- •Toddler Times
- •Preschool Storytimes
- •Summer reading programs

Workforce 2000: Bringing Literacy Home
LSCA, Title VI, Library Literacy Programs
Hammond Public Library

5/92

Reading to Your Child Can Make You a PERFECT PAIR

*Reading gives you and your child a quiet time together.
*Reading helps your child discover the world.
*Reading trains a child to listen and gives him/her words to use when talking.
*Reading makes your child curious and supplies ideas to discuss.

SOME BOOKS with PERFECT PAIRS

E/Brown **Arthur's April Fool**

This is one of a group of books about Arthur who is an aardvark. He often shares the pages with his sister, D.W. In the most recent book, they welcome their new sister, Kate.

E/Fromm **Muffel and Plums**

A story-without-words offers a chance for you, the reader, and your child, the listener, to describe in your own way the antics of these two friends.

y/Howe **Pinky and Rex**

The adventures of best friends, Pinky and Rex, range from dinosaurs to witches to spelling bees in this series.

E/Hughes **Lucy & Tom's 1,2,3**

Counting is fun as Lucy and Tom spend an action-packed Saturday. The detailed pictures provide many things to recognize.

E/Lobel* **Frog and Toad Are Friends**

This is a pair whose adventures are filled with fun and affection. There are several books about them to read and enjoy.

E/Marshall **George and Martha**

Here are two friends who share laughs and tears and learn from each other. The fact that they are hippos makes it more interesting. There are other George and Martha books, too.

E/Rylant* **Henry and Mudge: The First Book**

Henry is lonely on his street without any children until he finds Mudge, a very big dog. Their friendship continues in other books.

E/Van Leeuwen* **Amanda Pig and Her Big Brother Oliver**

Amanda likes to follow her brother and is unhappy when she can't do quite what he does. Then she learns she can do some things all by herself.

E/Vincent **Ernest and Celestine**

This series about Ernest, the bear, and Celestine, the mouse, has few words. The pictures, though, are filled from corner to corner with things to look at, name and discuss.

E/Wells **Max's Chocolate Chicken**

Max's sister, Ruby, tries to be the boss but somehow Max finds a way to be a winner.

*These books are in the **On My Own** section. As your listener becomes a reader, you can trade places.

CLAP	TAP	RAP
Your Hands	Your Foot	The Table

Can you clap your hands?
Can you tap your feet?
Can you rap the table?
Then you can make music!

1. Cut out the number cards. Put them in a hat or bowl.
2. Pick three number cards. Put them under **CLAP, TAP or RAP.**
3. Clap, tap or rap as many times as the number shows. Do it again and again, keeping the same rhythm.
4. Put the numbers back in the bowl. See how many tunes you can make.

Workforce 2000: Bringing Literacy Home
LSCA, Title VI, Library Literacy Programs
Hammond Public Library

6/92

1	2	3	4

BEST COPY AVAILABLE

Learn some fingerplays to do with your child. They are a pleasant activity for the two of you and an ideal way to spend some waiting time.

My Wiggles

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
Now no more wiggles are left in me
And I will be as quiet as quiet can be.

My Balloon

Here I have a new balloon (make a circle with thumb and first finger)
Now I start to blow.
Small at first, then bigger (make a circle with both thumbs and first fingers)

Watch it grow and grow.
Do you think it's big enough?
Maybe I should stop
For if I give another blow
My balloon will surely POP! (Clap hands)

This Little Bear

This little bear has a fur suit (thumb)
This little bear acts very cute (pointer finger)
This little bear is bold and cross (middle finger)
This little bear says, "You're not boss." (ring finger)
This little bear likes bacon and honey; (little finger)
But he can't buy them, he has no money!

Silly Teddy

Silly little Teddy Bear
Stood up in a rocking chair (make rocking movement)
Now he has to stay in bed (lay head on hands)
With a bandage 'round his head. (move hand in a circle)

Walking through the Pages of a Book

Surprises are found	(clasp hands -- spring apart)
Walking through the pages of	(fingers walk across open palm)
a book.	
What could we find?	(hands out, palms up and shrug shoulders)
a lion	(make roaring sound)
a monster -- Oh!	(hide face behind hands)
Maybe a baby sleeping.	(rock imaginary baby in arms)
Repeat first two lines.	

Ask your child to suggest other items found in books and make that sound or action.

Dig a little Hole

Dig a little hole	(dig)
Plant a little seed.	(drop seed)
Pour a little water.	(pour)
Pull a little weed.	(pull up and throw away)
Chase a little bug	(chasing motion with hands)
Hey-ho, there he goes.	(shade eyes)
Give a little sunshine.	(cup hands, lift to the sun)
Grow a little rose.	(smell flower, eyes closed, smiling)

Ten Fluffy Chickens

Five eggs and five eggs	(use both hands, fold one over the other)
That makes ten.	
Sitting on top is the mother hen,	
Crackle, crackle, crackle	(clap hands)
What do I see?	
Ten fluffy chickens	(hold up ten fingers)
As yellow as can be.	

Use the computer catalog to locate books of fingerplays. Use the subject "finger play" to find a list of books.

Workforce 2000: Bringing Literacy Home
LSCA, Title VI, Library Literacy Programs
Hammond Public Library

6/92

ADULT LITERACY HELP FOR LABOR UNIONS

Computer software for the improvement of reading, spelling and math skills and free tutoring assistance for labor union members on a one-to-one basis are available through the "Workforce 2000 Project" in the Hammond Public Library. The computers and software are for use in the Library only with some supervision until familiarity is demonstrated. Funds for the project are from three grants through the federal Library Services and Construction Act.

Adult Learning Centers have been set up in the Main Library, 564 State Street, Rupp Branch, 847 117th Street, Howard Branch, 7046 Grand Avenue, and E. B. Hayward Branch, 1212 172nd Street, Lincoln Branch, 3835 Hohman Avenue, Sawyer Branch, 649 Mulberry, and Hansen Branch, 2823 Martha Street.

In addition to Apple computers and software for adults to improve learning skills, adults can arrange for tutoring assistance from the Calumet Area Literacy Council. Appointments are made through the Literacy Council, telephone 931-5100.

The computer programs include basic math, reading improvement, spelling, definitions, and alphabetizing. One program is a complete typing course, in which adults learn essential keyboard skills, spelling, grammar, composition, and punctuation.

Video and audio cassettes on strengthening reading and writing skills are also available. The videos, I Want to Read and Video Tutor: Exploring the English Language, may be checked out. Audio cassettes, Hooked on Phonics and Your Reading Power, may be checked out or used in the Library buildings.

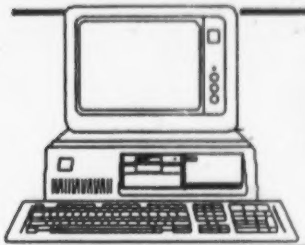
HELP IN FINDING JOBS

Hammond Public Library has many books and other materials on finding jobs. They are available through the Main Library and all branch libraries.

Among new books in the collection are

- The Chicago Job Bank (1991 edition)
- The Educator's Guide to Alternative Jobs & Careers (1991)
- How to Locate Jobs and Land Interviews
- Job Hunting After 50
- Making It On Your Own: Surviving and Thriving on the Ups and Downs of Being Self-Employed
- Marketing Yourself
- Second Careers: New Ways to Work After Fifty
- Resume Power: Selling Yourself on Paper

A new video in the collection is Do You Know What to Say in an Interview? The Inside Secrets of Interviewing. The Main Library also has reference tools so job-seekers can learn about potential employers. Among these resources are annual reports of corporations, Corporate Technology Directory, Directory of Corporate Affiliations, Dun's Directory of Service Companies and Standard & Poor's Register of Corporations, Directors, and Executives.



Automation Update

Issue No. 32 **1st Quarter, 1992**

Library awarded third literacy grant

Hammond Public Library has received a third-year grant from the U.S. Department of Education for literacy activities. The grant for $34,842 will bring together volunteer tutors, literacy students, adult literacy software and family literacy materials. Continued cooperation with area educators and labor unions are also emphasized in the project.

The grant was awarded under the Library Services and Construction Act (LSCA), Title VI Library Literacy Program. Entitled "Hammond Workforce 2000: Bringing Literacy Home," the project is an extension of the previous two years which established Adult Learning Centers at the Main Library as well as at the E.B. Hayward, Howard and Rupp Branch Libraries. The prior grants also provided software to strengthen workplace literacy skills for dislocated and underskilled workers.

Automation Update is a quarterly publication of:

The Hammond Public Library
564 State Street
Hammond, IN 46320
(219) 931-5100

Additional Adult Learning Centers, incorporating Apple IIGS computers and software, will be instituted by March 1 at the Hansen, Lincoln and Sawyer Branch Libraries. This, in conjunction with the current Adult Learning Centers, will provide computer-aided literacy and basic skills instruction at all Library locations. The computer programs include basic math, reading improvement, spelling, typing and word processing. Other software programs will be previewed and purchased in the coming months.

The next step in the project will be to encourage workers to bring literacy home to their families. As they meet their personal educational goals, the reading skills they need to be able to read to their children will also help them in their jobs and communities. In essence, the project will promote parents as the primary teachers of their children.

"Learning Trees" will be established at each Library location. Each Learning Tree will include high interest/low vocabulary adult books, stories without words, picture books, "read-along" books, concept books, books with

(continued on back)

Literacy grant
(continued from front)

cassettes, posters, audio cassettes and video cassettes. Packets of motivational ideas and reading games that parents can use with their children will also be provided at all locations.

Deborah Somerville, Automation Specialist in the Library, is serving as the Project Director. Jane Pehle, the Library's Head of Youth Services, will coordinate the Learning Trees. Emily Shutko, an active volunteer in the Calumet Area Literacy Council (CALC) will be training CALC tutors in the effective use of the computers, software and literacy materials.

Check it out

Two new computer magazines have "hit the shelves" at the Library this year. Back issues of magazines may be checked out for 14 days. They are renewable, provided there is nobody waiting for them. The current issue cannot be checked out, but may be read in the Library.

PC Novice. As its subtitle, "Personal Computers in Plain English," suggests this magazine explains computer basics in language that is not intimidating to beginners. Although geared to novices, the magazine has much valuable information for more advanced users as well.

PC Today. Once you've learned the basics, this magazine will offer tips to get the most out of your computer and software. Both business and personal applications are covered, with emphasis on small business use.

Other computer magazines to which the Library subscribes may also pique your interest in our electronic age:

Apple Library Users Group

Byte

Home Office Computing

Interface

MacUser

Modern Office Technology

PC Computing

PC Magazine

PC Week

PC World

WordPerfect, the Magazine

Try InfoTrac at the Main Library for finding the most up-to-date articles on automation, computers and the electronic age!

Final Evaluation Report
Hammond Workforce 2000 : Bringing Literacy Home

The evaluative criteria chosen for the Workforce project followed the principles that the data collected be:

- useful for determining whether goals are met
- easy to collect
- unobtrusive. Statistics gathered from students and tutors tend to be more truthful and accurate when gathered without their knowledge. If participants feel the success or failure of the program rests on their opinions and input, the answers will be less truthful, thus less useful.

Before examining what data would be gathered, it was important to establish what information was not going to be collected. This activity sharpened the focus of the project and eliminated wasted time by trying to gather measurements not applicable to the project's purpose. Quantitative data was emphasized over qualitative since there were no project objectives for measuring student skill levels or progress throughout the year. No testing method was used to assess student ability, so evaluative criteria to measure progress and baseline skills were not used. Consequently, evaluation of the value of the computer curriculum was not done since there was no scientific method of student measurement in place.

The Evaluation Plan

An ongoing formative evaluation was done throughout the grant year. Once preliminary data collection methods were refined, the data gathered identify program strengths and point out problem areas. Because this type of evaluation was done through the year, changes to improve program performance could be implemented.

Data collection methods were devised early in the grant year and were implemented beginning in January, 1992. Data was collected until the end of the grant year on September 30, 1992. Data collection was accomplished via computer statistics and forms which were completed at each use of the Learning Center. Student and tutor information was compiled from information sheets (samples included).

Activity levels of literacy materials were gathered from statistics printed by the Library's automated circulation system. Monthly totals were entered into a spreadsheet; year-to-date totals and averages were automatically calculated by the spreadsheet program. The spreadsheet was printed quarterly and distributed to all Learning Center locations. Low activity levels were studied for possible problems and solutions.

In the previous two years of the project activity levels were maintained but in a different format. Because of the small amount of software, audio and video titles, circulation totals were kept for each individual title. As the literacy collection grew and more Learning Centers were established in additional branches, this method of searching for individual titles was abandoned. Third year statistics were kept based on format. Separate sheets were maintained for software, audio, video, and print material with a summary sheet combining all formats. These sheets are at the end of this report.

Comparison with the first two years of the project can be made with the knowledge that activity was not measured at the Main Library during the first year due to a software problem. The second year added three branch Learning Centers and more software, audio and video material. The third year, the project added three more Learning Centers, additional software, audio, and video material. In addition, "Learning Trees" with print material were added at all locations during the third year. As a result of increased locations and materials, activity steadily increased over the three years.

Materials Activity -- Workforce

	Year 1	Year 2	Year 3	Total
Main Library	Not measured	489	382	871
E.B. Hayward Branch	Not open	31	109	140
Hansen Branch	Not open	Not open	8	8
Howard Branch	Not open	107	168	275
Lincoln Branch	Not open	Not open	101	101
Rupp Branch	Not open	0	19	19
Sawyer Branch	Not open	Not open	46	46
THREE YEAR TOTAL	--	627	833	1460

A second means of evaluation measured the number of times the Adult Learning Centers were used. These figures were collected from the Learning Center Usage Sheets which were completed by the users of the Learning Center after each use. A copy of the Learning Center Usage Sheet is included. Totals for literacy use, tutor training, staff use, and public (walk-in) use were entered into a spreadsheet program. A summary sheet combined all four types of usage into a single total for each location with an average and a percentage of the total usages for each type. These sheets are included at the end of this report.

In the third year, public use accounted for the most usage with 36% of usages being by the public. Literacy student use accounted for 30% of total use. Staff use (for word processing and other internal use) accounted for 25% of total usage, and 9% of usage was for tutor training. Adult Learning Centers in two of the Library's branches have yet to be used. These two branches are the smallest of the Library branches, so small usage was anticipated. The two largest branches and the Main Library, naturally, registered the most amount of usages. Additional publicity and a new Library policy regarding public usage of computers will hopefully increase usage at all locations, especially at these two branches.

During the first two years, usage was also measured by the number of times the Learning Centers were used. In the first year, only the Main Library had Learning Centers established; usage was not measured due to software problems. The second year saw the establishment of Learning Centers at three branches as well. The third year established Learning Centers at the remaining three branches. Usage comparisons follow:

Learning Center Usage/Times Used -- Workforce

	Year 1	Year 2	Year 3	Total
Main Library	Not measured	105	77	182
E.B. Hayward Branch	Not open	13	52	65
Hansen Branch	Not open	Not open	0	0
Howard Branch	Not open	42	135	177
Lincoln Branch	Not open	Not open	20	20
Rupp Branch	Not open	0	14	14
Sawyer Branch	Not open	Not open	0	0
THREE YEAR TOTAL	--	160	298	458

The third evaluation measured time spent per month (in hours) using the computers. These figures were attained from the Learning Center Usage Sheet turned in after each usage. Time was figured from the start and end times and was estimated to the nearest quarter-hour. A total for each branch was automatically calculated by the spreadsheet program as well as a by-branch average and a system-wide monthly average. Additionally, a percentage of time based on the total number of hours each branch was open was calculated by the spreadsheet program. The spreadsheet showing time spent and percentage of time based on hours of access is included at the end of this report.

The percentage figure proved interesting, as it showed that one of our branch Learning Centers was more heavily used than any of the others. This could be attributed to a number of reasons, but probability shows that a good location of the Learning Center may be one of the primary reasons. The location of the workstation at this branch is well visible, in the main area of the Library. The computer desk is turned toward the wall to provide privacy, but the computer is very visible and thus apt to be used by people who come in, see it and ask if it can be used. Another reason for its high percentage of use is the location of the branch; it is located between a high school and a middle school and thus receives heavy use of both students and families.

Throughout the year, librarians were encouraged to "talk up" the Learning Centers and signs were posted as a way to increase usage. This worked in some locations and did not work in others.

A new microcomputer usage policy adopted by the Library should allow greater access to the computers and software in the future. This will include users that normally would not go through a tutoring situation but who could benefit from the software.

A comparison with the first two years follows:

Learning Center Usage/Average Hours Used Per Month -- Workforce

	Year 1	Year 2	Year 3
Main Library	Not measured	1.59	14.17
E.B. Hayward Branch	Not open	0.55	14.17
Hansen Branch	Not open	Not open	0
Howard Branch	Not open	1.39	161.75
Lincoln Branch	Not open	Not open	26.75
Rupp Branch	Not open	0	13.5
Sawyer Branch	Not open	Not open	0

The number of people involved in the project were the fourth means of project measurement. The number of tutors trained, staff trained, students registered, public (walk-in) registered, and union counselors familiarized with the program were counted and measured against stated objectives in the grant application. These totals were entered into a spreadsheet program; totals and percentages were automatically calculated. This spreadsheet is included at the end of this report.

Tutors. The number of tutors trained this year includes those people who expressed interest in tutoring but who had not yet gone through the Laubach training sessions (there were no sessions being held at the time). It was the belief that by introducing these new "tutors" to the computers first, they might be more apt to include computers in their lesson plans when they finally were assigned students. One of the problems pinpointed in previous years was that established tutors were less likely to try new technology in their already-established lesson plans.

By the time these new prospects completed Laubach training and were assigned students, the grant year was completed. It will be some time before we see if new tutors use computers as an adjunct to their lesson plans.

"Repeaters", tutors who received training in multiple years in the Workforce project, were counted each year they attended orientation sessions since new software purchases made retraining viable.

Staff. Staff members who worked at the three branches that established new Learning Centers during the third year were trained in basic computer operation and simple software troubleshooting. In addition, staff working at the Main Library (including substitutes and Sunday workers) were oriented to the Adult Learning Center.

Union Counselors. One disappointment in the project is that labor union counselors were not active participants in the orientation process held at the Library. Communications were maintained with the United Way Labor Liaison, and information about the Learning Centers was passed on to labor counselors.

A comparison of volunteer activity during the three years of the Workforce project follows:

People -- Workforce

	Year 1	Year 2	Year 3
Tutors Trained	29	34	56
Library Staff Trained	9	7	23
Others Trained in Year 1: 2 AARP Volunteers 1 VISTA Volunteer 1 Purdue University Student 1 AFL/CIO Liaison	5	0	0
TOTAL	43	41	79
OF THESE:			
Never used a computer before	11	10	5
Classified themselves as beginner computer users	16	11	20
Classified themselves as intermediate computer users	13	10	16
Classified themselves as computer pros	0	1	6
Did not classify themselves (mostly staff)	3	9	32

Most of the tutors in Year 3 who classified themselves as computer-literate were familiar with IBM and compatible brands. Only seven listed Apple (the computers used at the Learning Centers) as a brand they were familiar with. None said, however, that the Apples were difficult to use. This attests to the user-friendliness of Apple computers.

Students. Students enrolled in the CALC literacy program who used the computers during the grant year were counted as a form of program measurement. A relatively low number of students used the computers during the third year (eight enrolled, only 20% of the grant objective of 40). However, as stated before, many of the established tutors did not use the computers as part of their lesson. It is hoped that the new "generation" of tutors trained this year will begin to include the Learning Centers in their lesson plans. Comparison of the three years regarding students follows:

Students -- Workforce

	Year 1	Year 2	Year 3
Students using the Learning Center	15	19	8
AGE BREAKDOWN			
Under 20	1	0	1
20-29	5	5	1
30-39	4	6	5
40-49	1	3	0
50-59	3	4	0
60+	1	1	1
SEX			
Male	7	9	4
Female	8	10	4
Ethnic Background			
African American	4	6	2
Caucasian	6	6	4
Hispanic	4	7	1
Other	1	0	1
Employment			
Employed	6	11	3
Unemployed	8	6	3
Retired	1	1	1
Did not specify	0	1	1

Unobtrusive evaluation of the software and Learning Center was obtained by offering a "Comments" section on the Adult Learning Center Usage Sheet. Comments received during the third year follow along with the name of the program in use at the time of the comment. Comments were not recorded during the first two years of the project.

"Very good program. Student did well." -- Type to Learn

"Student finds programs a great help." -- Spelling Rules & Word Families

"Need double space ability. Need text to appear on screen as it will on paper." -- Bank Street Writer Plus

"Very good." -- Odds & Ends

"Good!" -- Resumes Made Easy

"Good program." -- Homonyms and Confusing Pairs & Spelling Rules

"How did we exist before Bank Street Writer and copy machines?" -- Bank Street Writer Plus

"Long A contains misspelled word." -- Word Families

"Nice system. Thank you." -- Bank Street Writer Plus

"Very user friendly." -- Bank Street Writer Plus

"Nice" -- Newspaper Literacy

"Your computer helped out a lot." -- Type to Learn

The objective to interview at least two adult learners was not done due to the low number of students registered during this year. Of those eight students registered, it could not be determined whether they were steady users or one-time-only users. Instead of a formal interview, the evaluator informally talked with one user who was known to be a regular Adult Learning Center user. An article from the local newspaper (Hammond Times, September 8, 1992) highlighting this new reader is included with this report.

Mable Alexander, who now volunteers for Calumet Area Literacy Council, used the Adult Learning Center with her tutor twice a week, on Tuesdays and Thursdays. She readily admits that although she would have learned to read through her own determination, she would not have learned as quickly without the computers.

Mable felt that the Adult Learning Center and books in the Learning Tree were just right for new readers. She did feel, however, that the glass walls at the Main Library Learning Center proved distracting. As she stated, "When I am trying to concentrate, I can see people walking by out of the corner of my eye. This is distracting. Also, people walking by sometimes stop and watch me." This can be alleviated by putting up shades or blinds at the windows. Also mentioned was that the room could be bigger -- there is too much equipment crowded into a small area.

The software Mable used was found to be helpful. Most of the software she used concentrated on reading and keyboarding. She did not use the math software, New Print Shop or Bank Street Writer Plus. She found the audio material, "Hooked on Phonics" and "Your Reading Power" helpful as well as the video material "I Want to Read", "How to Pronounce Consonants" and "How to Pronounce Vowels".

When asked for other comments, Mable felt that more software (especially reading software) is needed for students above the fifth grade reading level. Laubach software has been purchased with this grant that covers higher reading levels (LWR Challenger Series software).

SUMMARY

Although specific objectives regarding the number of learners and users were not met during any of the grant years, the program is now solidly established and should continue. With the new Library policy regarding public microcomputer use, more people will have access to use the software who would otherwise not go through a tutoring program.

The CALC program should continue to emphasize the availability of the computers and software to their tutors. If more tutors become familiar with the software available and promote computer use in their tutoring sessions as an adjunct to the workbook lessons, students will benefit from a "multimedia" approach to learning.

Another area which could be improved is the emphasis on reading material for new readers. There is no separate section set up in the Library for high interest/low vocabulary material. As a result, materials purchased with the grant are not used as well or as often as they can be. Shelving should be set aside for "New Reader" books and placed near the Learning Tree family reading stands. This arrangement may stimulate further reading beyond the workbooks used in the lessons.

Increased publicity should let those people who are not regular Library users or CALC students know that the computers and software are available. Continued communications with labor will, if not bring in counselors, at least will let union members know that the computers are available in their neighborhoods at hours that are convenient to most.

LEARNING CENTER USAGE SHEET

Name ______________________________ **Date** ______________

Usage : ___ Literacy ___ Staff Use ___ Tutor Training ___ Public Use

Computer Time:

Beginning Time ____________ **Ending Time** ____________

Programs Used:

Comments:

Agency __________

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Workforce 2000

1992 USER INFORMATION

Date ____________________

Name ____

Address ____

____

Phone __________________________

==

Sex: _____ Male _____ Female

Age:

- ______ Under 20
- ______ 20-29
- ______ 30-39
- ______ 40-49
- ______ 50-59
- ______ 60-69
- ______ 70+

Number of children living at home:

- _____ Under 5 years old
- _____ 5 - 10 years old
- _____ 11 - 15 years old
- _____ 16 - 20 years old

Ethnic Background:

- _____ African American
- _____ American Indian
- _____ Asian
- _____ Caucasian
- _____ Hispanic
- _____ Other _______________ specify

How did you hear about the computers?

- _____ My literacy tutor Tutor's name ______________________
- _____ Library patron - saw computers in Library
- _____ Union Local Name ______________________________
- _____ Other agency Name ______________________________
- _____ Other ____ specify

Employment: _____ Employed Where ______________

_____ Unemployed

1992 WORKFORCE TUTOR INFORMATION

Date ____________________

Name ____

Address ____

____

Phone ____________________

==

Prior Computer Experience:

__________ Never used one

__________ Beginner

__________ Intermediate

__________ "Pro"

Computer Brands Used:

1992 Workforce 2000
Activity Level of Literacy Materials - Software

Monthly Software Circulation

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	15	16		20		0		51	12.75
Feb	39	7		17		1		64	16.00
Mar	28	12		21		0		61	15.25
Apr	38	9	0	21	0	0	0	68	9.71
May	30	1	0	7	5	0	0	43	6.14
Jun	37	5	0	8	1	0	0	51	7.29
Jul	29	7	0	8	22	0	0	66	9.43
Aug	35	0	0	13	4	0	0	52	7.43
Sep	12	12	0	6	11	0	0	41	5.86
TOTAL	263	69	0	121	43	1	0	497	71.00
AVERAGE	29.2	7.7	0.0	13.4	7.2	0.1	0.0		

YTD Software Holdings

Main	46
EBH	29
HAN	28
HOW	29
LIN	28
RUP	29
SAW	28
TOTAL	217

Activity - YTD Circ. Divided by Holdings

Main	572%
EBH	238%
HAN	0%
HOW	417%
LIN	154%
RUP	3%
SAW	0%

1992 Workforce 2000
Activity Level of Literacy Materials - Audio

Monthly Audio Circulation

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	2	1		1		1		5	1.25
Feb	5	0		0		0		5	1.25
Mar	5	1		2		1		9	2.25
Apr	6	2	0	1	1	1	0	11	1.57
May	1	1	0	0	2	0	0	4	0.57
Jun	9	2	0	1	0	0	1	13	1.86
Jul	7	0	0	1	1	1	4	14	2.00
Aug	4	0	0	0	1	1	2	8	1.14
Sep	3	3	0	2	0	1	1	10	1.43
TOTAL	42	10	0	8	5	6	8	79	11.29
AVERAGE	4.7	1.1	0.0	0.9	0.8	0.7	1.3		

YTD Audio Holdings

Main	7
EBH	4
HAN	3
HOW	4
LIN	3
RUP	3
SAW	3
TOTAL	27

Activity - YTD Circ. Divided by Holdings

Main	600%
EBH	250%
HAN	0%
HOW	200%
LIN	167%
RUP	200%
SAW	267%

1992 Workforce 2000
Activity Level of Literacy Materials - Video

Monthly Video Circulation

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	14	0		1		0		15	3.75
Feb	18	2		1		0		21	5.25
Mar	7	0		0		0		7	1.75
Apr	11	0	0	0	0	0	0	11	1.57
May	3	0	0	0	1	0	0	4	0.57
Jun	3	0	0	0	0	0	0	3	0.43
Jul	11	0	0	0	0	0	0	11	1.57
Aug	5	3	0	0	0	0	0	8	1.14
Sep	2	0	0	0	0	0	0	2	0.29
TOTAL	74	5	0	2	1	0	0	82	11.71
AVERAGE	8.2	0.6	0.0	0.2	0.2	0.0	0.0		

YTD Video Holdings

Main	24
EBH	3
HAN	0
HOW	3
LIN	0
RUP	3
SAW	0
TOTAL	33

Activity - YTD Circ. Divided by Holdings

Main	308%
EBH	167%
HAN	ERR
HOW	67%
LIN	ERR
RUP	0%
SAW	ERR

1992 Workforce 2000
Activity Level of Literacy Materials - Print

Monthly Print Circulation

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	0	0		0		0		0	0.00
Feb	0	0		0		0		0	0.00
Mar	0	0		0		0		0	0.00
Apr	0	0	0	0	0	0	0	0	0.00
May	0	0	0	0	0	0	0	0	0.00
Jun	0	0	0	0	0	0	0	0	0.00
Jul	0	2	0	14	23	3	26	68	9.71
Aug	3	13	2	14	27	7	7	73	10.43
Sep	0	10	6	9	2	2	5	34	4.86
TOTAL	3	25	8	37	52	12	38	175	25.00
AVERAGE	0.3	2.8	1.3	4.1	8.7	1.3	6.3		

YTD Print Holdings

Main	49
EBH	30
HAN	33
HOW	29
LIN	26
RUP	31
SAW	32
TOTAL	230

Activity - YTD Circ. Divided by Holdings

Main	6%
EBH	83%
HAN	24%
HOW	128%
LIN	200%
RUP	39%
SAW	119%

1992 Workforce 2000
Activity Level of Literacy Materials - Summary

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Software	263	69	0	121	43	1	0	497	71.00
Audio	42	10	0	8	5	6	8	79	11.29
Video	74	5	0	2	1	0	0	82	11.71
Print	3	25	8	37	52	12	38	175	25.00
TOTAL	382	109	8	168	101	19	46	833	119.00
AVERAGE	95.5	27.3	2.0	42.0	25.3	4.8	11.5		

Total Holdings

Main	126
EBH	66
HAN	64
HOW	65
LIN	57
RUP	66
SAW	63
TOTAL	507

Activity - YTD Circ. Divided by Holdings

Main	303%
EBH	165%
HAN	13%
HOW	258%
LIN	177%
RUP	29%
SAW	73%

1992 Workforce 2000
Adult Learning Center Use - Times Used

Times Used for Literacy

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	6	2		6		0		14	3.50
Feb	8	1		3		0		12	3.00
Mar	14	4		1		0		19	4.75
Apr	9	1	0	1	3	0	0	14	2.00
May	5	0	0	0	2	0	0	7	1.00
Jun	4	0	0	0	4	0	0	8	1.14
Jul	3	0	0	0	4	0	0	7	1.00
Aug	3	1	0	2	0	0	0	6	0.86
Sep	0	0	0	0	3	0	0	3	0.43
TOTAL	52	9	0	13	16	0	0	90	12.86
AVERAGE	5.8	1.0	0.0	1.4	2.7	0.0	0.0		

Times Used for Tutor Training

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	0	0		0		0		0	0.00
Feb	6	0		2		0		8	2.00
Mar	2	4		0		0		6	1.50
Apr	2	1	0	0	2	0	0	5	0.71
May	1	0	0	0	0	0	0	1	0.14
Jun	0	0	0	0	0	0	0	0	0.00
Jul	0	0	0	0	0	0	0	0	0.00
Aug	4	0	0	0	0	0	0	4	0.57
Sep	3	0	0	0	0	0	0	3	0.43
TOTAL	18	5	0	2	2	0	0	27	3.86
AVERAGE	2.0	0.6	0.0	0.2	0.3	0.0	0.0		

1992 Workforce 2000
Adult Learning Center Use - Times Used

Times Used for Staff Use

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	0	0		0		0		0	0.00
Feb	0	2		6		3		11	2.75
Mar	0	2		4		0		6	1.50
Apr	1	6	0	6	0	1	0	14	2.00
May	0	2	0	0	0	3	0	5	0.71
Jun	0	0	0	5	0	1	0	6	0.86
Jul	0	6	0	8	0	1	0	15	2.14
Aug	1	0	0	4	0	3	0	8	1.14
Sep	0	3	0	7	0	0	0	10	1.43
TOTAL	2	21	0	40	0	12	0	75	10.71
AVERAGE	0.2	2.3	0.0	4.4	0.0	1.3	0.0		

Times Used for Public Use

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Jan	0	0		0		0		0	0.00
Feb	0	2		9		2		13	3.25
Mar	2	0		16		0		18	4.50
Apr	0	0	0	18	0	0	0	18	2.57
May	0	1	0	8	0	0	0	9	1.29
Jun	3	3	0	11	0	0	0	17	2.43
Jul	0	4	0	7	1	0	0	12	1.71
Aug	0	1	0	5	0	0	0	6	0.86
Sep	0	6	0	6	1	0	0	13	1.86
TOTAL	5	17	0	80	2	2	0	106	15.14
AVERAGE	0.6	1.9	0.0	8.9	0.3	0.2	0.0		

1992 Workforce 2000
Adult Learning Center Use - Times Used Summary

	Main	EBH	HAN	HOW	LIN	RUP	SAW	TOTAL	AVERAGE
Times Used for Literacy	52	9	0	13	16	0	0	90	12.86
Times Used for Tutor Training	18	5	0	2	2	0	0	27	3.86
Times Used for Staff Use	2	21	0	40	0	12	0	75	10.71
Times Used for Public Use	5	17	0	80	2	2	0	106	15.14
TOTAL	77	52	0	135	20	14	0	298	42.57
AVERAGE	19.3	13.0	0.0	33.8	5.0	3.5	0.0		

System Percentage by Type of Usage

Literacy	30%
Tutor Training	9%
Staff	25%
Public	36%

1992 Workforce 2000
Adult Learning Center Use - Time Spent Using Micros

Hours Spent Using Micros

	Main	EBH	HAN	HOW	LIN	RUP	SAW	AVERAGE
Jan	10	1.75		7.25		0		4.75
Feb	24	4.75		25.5		3.5		14.44
Mar	30	6.5		23.25		0		14.94
Apr	14.5	5.3	0	37	5.75	1	0	9.08
May	11.25	2.25	0	7.5	3.5	3.25	0	3.96
Jun	10.75	4	0	18.25	6	1	0	5.71
Jul	6	8.5	0	14.25	6.5	1	0	5.18
Aug	17	1.5	0	13.5	0	3.75	0	5.11
Sep	4	11.25	0	15.25	5	0	0	5.07
TOTAL	127.5	45.8	0	161.75	26.75	13.5	0	
AVERAGE	14.17	5.09	0.00	17.97	4.46	1.50	0.00	

Percentage of Available Time Computers are Used

	Main	EBH	HAN	HOW	LIN	RUP	SAW
Jan	4%	1%	0%	4%	0%	0%	0%
Feb	9%	2%	0%	13%	0%	2%	0%
Mar	11%	3%	0%	11%	0%	0%	0%
Apr	5%	3%	0%	24%	6%	1%	0%
May	4%	1%	0%	5%	4%	4%	0%
Jun	4%	3%	0%	12%	7%	1%	0%
Jul	2%	5%	0%	9%	7%	1%	0%
Aug	6%	1%	0%	9%	0%	4%	0%
Sep	1%	7%	0%	10%	5%	0%	0%
Oct	0%	0%	0%	0%	0%	0%	0%
Nov	0%	0%	0%	0%	0%	0%	0%
Dec	0%	0%	0%	0%	0%	0%	0%

1992 Workforce 2000
People

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
Tutors Trained	1	8	4	8	5	7	7	8	8	56
Staff Trained	0	0	2	4	0	0	0	0	17	23
Students Registered	3	0	0	3	0	1	0	0	1	8
Public Registered	0	0	0	2	5	4	1	6	5	23
Union Counselors Familiarized	0	0	0	0	0	0	0	0	0	0

Objectives		Percentage of Objective Attained
Tutors Trained	10	560%
Staff Trained	13	177%
Students Registered	40	20%
Public Registered	40	58%
Union Counselors Familiarized	15	0%

The Times Sep. 8, 1992

'YOU CAN'T GET A JOB WHEN YOU CAN'T READ'

Times photo by Yvette Marie Dostatni

Mable Alexander says learning to read was a challenge, but she still will face some hurdles.

Woman vows to fight illiteracy

By MARK SKERTIC
Times Staff Writer

Three years ago, Mable Alexander couldn't spend a quiet evening at home curled up with a good book.

She couldn't satisfy her thirst for learning black history or her desire to know more about law and the way government works. She couldn't even sit back and relax with the morning newspaper.

All that has changed.

"I feel so much better now," she said. "Because I read, my vocabulary has changed. You feel good knowing what to say and when to say it."

The former student at the Calumet Area Literacy Council is about to become a teacher. Later this month, Alexander will join others training as literacy volunteers.

"I know what it's like not to be able to read, I know I can help people," she said. She has the kind, understanding eyes of a teacher, and she handles the page of a book with care, turning each one slowly. She talks excitedly about her upcoming

See ILLITERACY, Page A-9

The future is an open book.

For full 4-page report on illiteracy, See Section F

Illiteracy

Continued from Page A-1

training. Although she has spent little time in classrooms, she is someone whose wisdom came through years of experience. Since learning to read, she has also begun to write.

"I never had a chance to settle in school for any length of time," she wrote in a short essay for a recent council newsletter. "Due to circumstances it hasn't been easy at all, as I have been working each and every year to support a house and children."

As a tutor, Alexander will continue her own training, said Gen Klacik, executive director of the council.

"The quickest way to learn is to teach someone else," she said.

Alexander, who describes herself as "late middle-age," said coming to the council has changed her life.

"I'm picking up books all the time now, I like being able to go to them," she said

Learning to read was a massive challenge, but she still will face some hurdles.

The biggest disappointment for new tutors isn't being unable to work with a new student, it's dealing with people who drop out soon after their tutoring sessions begin, Klacik said

"A lot of our new people get very disappointed and blame themselves," she said. "They need to realize it isn't their fault."

Because she's been there, Alexander believes she'll be able to understand the frustrations of any student who comes to her.

"You have to be able to read, otherwise you miss so much," she said. "I had been going to Ivy Tech and I just couldn't get it. I wasn't learning anything because of my reading troubles.

"You can't get a job when you can't read. They'll hand you an application blank and, if you can't read, you can't fill it out."

Admitting the need for help and coming to a tutor isn't easy, she said.

"I would come in and ask so many questions. But I can do it. I can't even begin to tell you how many books I've read so far. There's been so many."

Times photo by Yvette Marie Dustatni

Mable Alexander sits down at one of the Hammond library's tables to check out a book.

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Appendix

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: IR
In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CE

Hammond Workforce 2000: Bringing Literacy Home

Hammond Public Library

Computer Locations:

Main Library
564 State Street
Hammond, IN 46320
(219) 931-5100

Lincoln Branch
3835 Hohman Ave.
Hammond, IN 46327
(219) 931-5100, ext. 269

E. B. Hayward Branch
1212-172nd Street
Hammond, IN 46324
(219) 931-5100, ext. 278

Rupp Branch
847-117th St.
Whiting, IN 46394
(219) 931-5100, ext. 261

Hansen Branch
2823 Martha Street
Hammond, IN 46323
(219) 931-5100, ext. 260

Sawyer Branch
649 Mulberry Street
Hammond, IN 46324
(219) 931-5100, ext. 262

Howard Branch
7047 Grand Ave.
Hammond, IN 46323
(219) 931-5100, ext. 271

Funded by a grant awarded under LSCA, Title VI Library Literacy Program.

Software

Apple IIGS computers are used for all software.

Bank Street Writer Plus (Broderbund)

Beginning word processing package with spelling check and thesaurus.

Basic Math Competency Skill Building (Educational Activities)

Comprehensive, interactive tutorial covering:

- Whole numbers
- Fractions
- Decimals
- Graphs
- Converting fractions and percents
- Measuring with a ruler, circumference, area

COIN

Comprehensive database that explores career areas, military, vocational and secondary education sources and colleges in the U.S. Program also includes a college letter writer that allows the student to write requests for information to colleges selected from the database.

Crossword Magic (Mindscape Educational Software)

Program that creates and prints crossword puzzles after student provides the word list and clues.

English Grammar Computerized I (Lingo Fun, Inc.)

Program containing 18 lessons and nearly 1000 exercises that reviews basic grammar structures. Although aimed at ESL students, exercises can be helpful for all who need grammar review.

English on the Job (Conover Company)

Students are presented with an overview, training/educational needs and a glossary of terms for specific career areas. Simulated job situations offer practice in vocabulary, listening, speaking, reading and writing. Library has the following career areas:

- Cashier
- Construction/Laborer
- Janitor/Maintenance Person
- Sales Clerk
- Tractor-Trailer Driver
- Waiter/Waitress

Filling Out Job Applications (Lawrence Productions)

Interactive program that guides users through the process of filling out a job application form. Each section is discussed and appropriate answers are given.

Homonyms and Confusing Pairs (Margaret Moulton)

Seventy sets of homonyms (e.g. bear, bare) and confusing pairs (e.g. dinner, diner). Additional words can be added by tutor.

Learn-A-Word (Margaret Moulton)

Students learn spelling, definitions and syllabification in fill-in-the-blank and multiple choice exercises. Two versions correlate lesson-by-lesson with Laubach's Way to Reading and Challenge workbooks.

Math for Everyday Living (Educational Activities)

Real-life math and business simulations in:

- Paying for a meal
- Unit pricing
- Sales tax
- Earning with overtime or piecework
- Working with time
- Finding net pay

Math on the Job (Conover Company)

Students are presented with an overview, training/educational needs for specific career areas. Simulated job situations offer practice in real-life mathematical problems. Library has the following career areas:

- Cashier
- Construction/Laborer
- Janitor/Maintenance Person
- Sales Clerk
- Tractor-Trailer Driver
- Waiter/Waitress

Multiple Choices (MindScape Educational Software)

Tool program that allows creation of puzzles, games and quizzes appropriate for any age or grade level. Creates:

- Word Search
- Scramble
- Jumble
- Acrostic
- Multiple Choice
- Double Acrostic
- Matching
- True/False
- Fill in the blank

New Print Shop (Broderbund)

Graphics program which allows designing and printing of greeting cards, signs, banners. Encourages creativity in putting words with pictures.

Newspaper Literacy (Educational Activities)

Familiarizes users with all parts of a newspaper and how it is organized. Reading skills are enhanced as they practice with the simulated newspaper during the program. A second module in the program gives users the opportunity to use their newspaper skills by completing activities using a real newspaper.

O'Brien Vocabulary Placement Test (Educational Activities)

Reading level assessment program that measures from Pre-Primer to Level 6.

Odds & Ends (Margaret Moulton)

Five programs in one which teach basic literacy skills:

- Movie Wheel of Fortune - teaches word patterns based on sentence structure and word length.
- Alphabetizing - lets beginning readers practice the alphabet sequence.
- Contractions - explains formation of contractions, then gives practice examples on forming the correct contraction.
- Syllables - lets users spell words by syllables or enter the number of syllables in the given word.
- A vs An - gives a simple explanation of when to use a and an, then lets students practice the words in context.

Project Star (Hartley Courseware)

Beginning program for reading levels 0-3, emphasizing vocabulary, usage, spelling and comprehension.

Reading in the Workplace (Educational Activities)

Job-based reading program that uses real-life situations to develop skill areas of Main Idea, Details, Inference/Conclusion, and Vocabulary. Library has the following career areas:

- Automotive
- Building & Construction Trades
- Health Care

Resumes Made Easy (MCE)

Two-part program focusing on resume writing. First part explains what a resume is, why a person needs a resume and the parts of a resume. Second part allows user to create and print a short resume.

Sight Words on Tap

Drill and practice program that works on spelling of the 300 most frequently used words in English.

Spelling Rules (Margaret Moulton)

Program includes spelling rules on:

- ie and ei
- making plurals
- using k, ke, ck
- adding suffixes and prefixes

Type to Learn (Sunburst Communications)

Complete keyboarding course that:

- teaches essential keyboarding skills
- reinforces spelling and grammar
- strengthens composition and punctuation skills

U.S. Geography Plus (M.R. Moulton)

Seven multiple choice programs that let students practice their knowledge of U.S. states, capitals, postal abbreviations, sports teams and locales, and tourist attractions.

Using Phonics in Context (Educational Activities)

Phonics tutorial that teaches decoding in a high-interest, low-vocabulary context.

Verbs in Action

Drill and practice program that explains and lets students practice when to use different tenses, how to form them, when and how other forms of verbs are used, irregular verbs, and other aspects of verbs. Seventy-nine sets of exercises are included.

Word Families (Margaret Moulton)

Program that provides practice in word families such as short a (stab, back), long a (face, make), etc.

Word Groups on Tap

Drill and practice program that practices words related by content in 30 categories (i.e., colors, holidays, etc.)

WordMaze (MindScape Educational Software)

Program that creates and prints search-a-word puzzles from a list of words entered by the student. Students build word power, improve spelling skills and sharpen visual perception skills as they search for words in the puzzle.

Video Cassettes

All video cassettes are VHS.

Apple Pie English

Five video cassettes covering comprehension, pronunciation, cultural and conversational skills for ESL students.

- Tape 1 Health, transportation, eating, foods
- Tape 2 Celebrations, employment, emergencies
- Tape 3 Family, money, housing
- Tape 4 Utilities, romance, travel
- Tape 5 Shopping, sports, leisure, self

I Want to Read

Three video cassettes covering basic reading and writing.

Volume 1	presents basic tips on how to read and write.
Volume 2	teaches reading and writing words with the same sound but different spelling and meaning. Also talks about punctuation and using a dictionary.
Volume 3	takes the learner further into reading and understanding of what is being read. Also teaches cursive style of handwriting.

Perfect English Pronunciation

Two video cassettes improve English pronunciation with domonstrations, animation, and practice. Especially helpful for ESL (English as a Second Language) students:

- How to pronounce consonants
- How to pronounce vowels, diphthongs and word endings

Video Tutor : Exploring the English Language

Eight video cassettes covering the English language, grammar and composition.

Tape 1	Fun with words
Tape 2	Writing basic sentences
Tape 3	Compounding sentences and recognizing parts of speech
Tape 4	Writing complex sentences
Tape 5	Dictionaries and their meanings
Tape 6	Dictionaries and their meanings (part two)
Tape 7	Forming words and building vocabularies
Tape 8	Naming people, places and things

Audio Cassettes

Hooked on Phonics

Eight cassette set that teaches sounds of all alphabet letters and letter combinations using a musical background and rhythm.

How to Write for Everyday Living

Lessons on the cassettes offer hands-on writing exercises that apply to skills needed in everyday living:

- Writing a resume
- Writing an employment form
- Personal letter
- Business letter
- Lists and outlines
- Learner's permit/Driver's license
- Social Security application
- Savings/Checking accounts

Your Reading Power

100 story booklets with audio tapes to help the student get started.

HIGH INTEREST-LOW VOCABULARY/REMEDIAL TEACHING BOOKS
HAMMOND PUBLIC LIBRARY

FICTION

Abbott, Jennie	Chance of a lifetime	PAPERBACK
Abbott, Jennie	Good-bye and hello	PAPERBACK
Abbott, Jennie	A second look	PAPERBACK
Carter, Patte	Emergency on School Street	PAPERBACK
Carter, Patte	Kim's life	PAPERBACK
Chappell, Garnet	Happy thoughts	PAPERBACK
Chappell, Garnet	Lost and found	PAPERBACK
Colby, Robert	Vanished	PAPERBACK
Eulenberg, Marcia	The broken table	PAPERBACK
Eulenberg, Marcia	A pet for Shaka	PAPERBACK
Lorimer, Janet	Brannigan's folly	PAPERBACK
Lorimer, Janet	Family reunion	PAPERBACK
Marlowe, Dan J.	The Devlin affair	PAPERBACK
Nussman, Alf	The sleepers	PAPERBACK
Ogren, Thomas	Happy Hour	PAPERBACK
Pfund, Tom	Buck	PAPERBACK
Pfund, Tom	Country life	PAPERBACK
Pfund, Tom	Good times	PAPERBACK
Pfund, Tom	Life on the street	PAPERBACK
Pfund, Tom	Old friends	PAPERBACK
Pfund, Tom	A pretty thing	PAPERBACK
Pfund, Tom	The tale of Given	PAPERBACK
Pfund, Tom	Talking things over	PAPERBACK

White, Nancy	Follow your dream	PAPERBACK
White, Nancy	No secrets	PAPERBACK

NON-FICTION

025.54 L664w	Lipkin, Catherine Words on the page, the world in your hands
394.24 D822L	Drews, Donna Anthony Looking at American holidays
425 Ai66e	Ainsworth, Barbara A. English to use
428.1 K638b	Kirn, H. Elaine Basic everyday spelling workbook
428.2 B623L	Blosser, Betsy J. Living in English : basic skills for the adult learner
428.24 K673e	Kleinmann, Howard H. Everyday consumer English
428.24 St28b	Starkey, Carolyn Morton Building real life English skills
428.4 D29h	Davis, Bertha How to improve your reading comprehension
510 B868	Building basic skills in mathematics
510 H839n	Howett, Jerry Number power : the world of adult math (Vols. 1 & 2)
510 T15n	Tamarkin, Kenneth Number power 6 : Word problems
511 W155f	Wallace, Mary C. Figure it out
511.5 M695n	Mitchell, Robert Number power 5 : Graphs, tables, schedules and maps
512 M695n	Mitchell, Robert Number power 3 : Algebra
513 M695n	Mitchell, Robert Number power 4 : Geometry

513.2 H839ba
Howett, Jerry
Basic skills with fractions : a step-by-step approach

641 H876L
Huizena, Jann
Looking at American food

651.75 R632b
Rogers, Louisa
Book of forms for everyday living

704.946 H876L
Huizenga, Jann
Looking at American signs

790 H876L
Huizenga, Jann
Looking at American recreation

811.5 Ad71i
Adoff, Arnold
I am the darker brother : an anthology of modern poems by Negro Americans

Sticht, Thomas
GOAL (Glencoe Occupational Adult Learning) Series:
- Electricity and Electronics Technology:
  - Mathematics
- Health Occupations:
  - Reading
  - Mathematics
  - Knowledge Base
- Office Technology:
  - Reading
  - Mathematics
  - Knowledge Base

Robert Ventre Associates
Mastering Reading Series (Delmar Occupational Learning System:
- Food Service : Teacher's resource
- Learn about health care
- Nursing assistant teaching resource
- Office work : Teacher's resource
- Preparing for a job in health care
- Skills for Success -- Food Service, Books 1-2
- Skills for Success -- Manufacturing, Books 1-4
- Skills for Success -- Manufacturing, Teacher's Resource
- Skills for Success -- Office Work, Books 1-4
- Working as a nursing assistant

MATERIALS FOR FAMILY LITERACY
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AUDIO CASSETTE/BOOK KITS

yZS - Cas BUNT WS H9	Bunting, Eve	Wednesday surprise
yZS - Cas GIFF AAP L30	Giff, Patricia	Almost awful play
yZS - Cas HALL BR L49	Hall, Katie	Buggy riddles

BOOKS

y BYAR	Byars, Betsy	The Seven treasure hunt
y GREE	Greer, Gery	Let me off this spaceship!
y HERM	Herman, Charlotte	Max Malone and the great cereal ripoff
y HERM	Herman, Charlotte	Max Malone makes a million
y HOWA	Howard, Ellen	The chickenhouse house
y LANT	Lantz, Francess	Dear Celeste, My life is a mess
y MARS	Marshall, James	Rats on the roof and other stories
y STOL	Stolz, Mary	Go fish
y STOL	Stolz, Mary	King Emmett the Second
y TALB	Talbert, Marc	The Purple heart
E BAIL	Bailey, Debbie	Clothes
E BAIL	Bailey, Debbie	Hats
E BAIL	Bailey, Debbie	My dad
E BAIL	Bailey, Debbie	My mom
E BAIL	Bailey, Debbie	Shoes
E BAIL	Bailey, Debbie	Toys
E BAKE	Baker, Jeannie	Window
E BARR	Barrett, Jennifer	Kiki's new sister
E BRIG	Briggs, Raymond	The Snowman

E CASE	Caseley, Judith	Dear Annie
E EHLE	Ehlert, Lois	Circus
E EVAN	Evans, Katie	Hunky Dory ate it
E FINZ	Finzel, Shirley	Large as life
E FISH	Fisher, Leonard	Look around : A book about shapes
E GLAS	Glaser, Linda	Keep your socks on, Albert!
E GOOD	Goodall, John S.	The story of a farm
E GORD	Gordon, Jeffie Ross	Six sleepy sheep
E GREE	Greenfield, Eloise	I make music
E HOBA	Hoban, Tana	Look again
E HOFF	Hoffman, Mary	Amazing Grace
E HOWE	Howe, James	Pinky and Rex
E HUBB	Hubbard, Woodleigh	2 is for dancing
E HUDS	Hudson, Wade	Jamal's busy day
E HUGH	Hughes, Shirley	Up and up
E HURD	Hurd, Thacher	Little mouse's birthday cake
E HUTC	Hutchins, Pat	Don't forget the bacon
E JOHN	Johnson, Odette	Apples, alligators and also alphabets
E KANG	Kangas, Juli	Ginger Kitten's surprise
E KANG	Kangas, Juli	Hello, Honey Bear
E MAYE	Mayer, Mercer	Frog, where are you?
E MCCA	McCarthy, Bobette	Ten little hippos: a Counting book
E MCCO	McConnachie, Brian	Elmer and the chickens vs. the Big League
E MCCU	McCully, Emily Arnold	The Christmas gift
E MILL	Miller, Margaret	Whose hat?
E MILL	Miller, Margaret	Whose shoe?
E PILK	Pilkey, Dav	Dragon's fat cat

E RYLA	Rylant, Cynthia	Henry and Mudge and the bedtime thumps
E VINC	Vincent, Gabrielle	Ernest and Celestine's picnic
E WADD	Waddell, Martin	Can't you sleep, Little Bear?
E WALS	Walsh, Ellen Stoll	Mouse paint
y398.2 KIMM	Kimmel, Eric A.	Anansi and the moss-covered rock
y595.7 PARK	Parker, Nancy Winslow	Bugs
y 793.73 CALM	Calmenson, Stephanie	What am I?: Very first riddles